DOCUMENT RESUME

ED 146 766 EC 103 081

AUTHOR	Walker, Jeanette, Ed.
TITLE	Functions of the Placement Committee in Special Education: A Resource Manual.
INSTITUTION	National Association of State Directors of Special Education, Washington, D.C.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	76
NOTE	106p.; For related information, see EC 103 082 ; Some figures and part of Appendix may be marginally legible
AVAILABLE FROM	National Association of State Directors of Special Education, 1201 16th Street, Northwest, Washington, D.C. 20036 ($3.50)
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	Check Lists; Elementary Secondary Education; *Federal Legislation; *Handicapped Children; *Individualized Programs; *Program Administration; Resource Guides; State Legislation; *Student Placement
IDENTIFIERS	*Education for All Handicapped Children Act

ABSTRACT

Intended for local school district and state education agency personnel, the resource manual provides a guide for placement committees to follow in fulfilling their responsibilities, especially in developing individualized education programs (IEPs) for handicapped children, and a guide for those responsible for training placement committees in meeting federal and state requirements. An introductory section presents an overview of Public Law 94-142 (Education for All Handicapped Children Act) as it relates to the use of a placement committee and to the development of IEPs, and an introduction to the functions of the placement committee. Following sections cover each committee function separately, and contain a short checklist designed to guide the committee through each function and more detailed information on that function. Also included is a section containing only an activity checklist, to be used to guide the committee through all of its functions in sequence. Appended are additional resources such as sample state guidelines, forms, due process procedures, and suggestions for preparing Individual Implementation Plan forms. (SBH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED146766

Functions of the Placement Committee in Special Education

A Resource Manual

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

NASDSE, Inc.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Published by
National Association of State Directors
of Special Education
1201 Sixteenth Street, Northwest
Washington, D.C. 20036
(202) 833-4193

EC103081

This handbook has been arranged and edited by Dr. Jeanette Walker, Murray State University (Kentucky), in cooperation with the National Association of State Directors of Special Education and the Kentucky Department of Education, Bureau of Education for Exceptional Children.

Additional copies of this publication may be obtained for $3.50 or $3.00 each in quantities of 10 or more, prepaid, to cover postage and handling from National Association of State Directors of Special Education, 1201 16th Street, Northwest, Washington, D.C. 20036

1976

The material presented herein was developed in part through a grant from the U.S. Office of Education, Department of Health, Education, and Welfare. The opinions expressed, however, do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

PREFACE

This is a resource manual designed for two major audiences: local school district personnel and state education agency personnel. Its objective is to provide a guide for placement committees to follow in fulfilling their responsibilities, especially in developing individualized education programs for handicapped children, and a guide for those responsible for training placement committees in meeting federal and state requirements. To meet this end, accompanying training resources, two slide presentations and a set of simulation exercises, are available from NASDSE, Inc.

The manual was developed by the Special Training Project of NASDSE, Inc., in cooperation with the Kentucky Department of Education and a number of individuals who contributed to the concept, content, development, field testing, and format of the manual.

Special thanks are extended

- to the members of the task force which met for three days in March, 1976 in Frankfort, Kentucky, to conceptualize and contribute major portions to the content and format of this manual: Vance Engleman, Southwest Regional Resource Center, who served brilliantly as task force leader; Dr. Judy Wolf, University of Minnesota; Dr. Jeanette Walker, Murray State University; David Shearer, Portage Project, Portage, Wisconsin; Dr. Boris Bogatz, Coordinating Office for Regional Resource Centers, Lexington, Kentucky; Terry Berkeley, Massachusetts Department of Education; Becky Garmon, Newport County Independent School District, Covington, Kentucky; Eddy Pendarvis and Marge Young, Kentucky Department of Education; and Bill Schipper, NASDSE, Director in the development of the manual;
- to Dr. George Troutt, Assistant Superintendent, and Carol Kruse, Staff Development Unit, Bureau of Education for Exceptional Children, Kentucky Department of Education, for their complete support and cooperation in this project;
- to Tom Habbard, Superintendent of Public Instruction, Newport County Independent School District, Covington, Kentucky, for providing access to the Covington special education staff in an early field test of the manual;
- to those persons who read, critiqued, and made revisions of early drafts: Dr. Sara James, Arlington, Virginia; Kay Ringling, Arlington, Virginia; Barbara Aiello, Reston, Virginia; and Eileen Lavine, Bethesda, Maryland;
- to the seventy Kentuckians who trained as trainers in the use of this manual in two institutes in May, 1976 while it was still in draft manuscript format and who provided valuable critiques on the content and structure of the manual and training process.
- Finally, all users of this manual owe a special thanks to Dr. Jeanette Walker who synthesized the thoughts and contributions of all of those mentioned above in structuring, writing, editing, and revising the original manuscript while operating under severe deadline restrictions.

JAMES R. GALLOWAY, Executive Director
WILLIAM SCHIPPER, Associate Director
WILLIAM WILSON, Associate Director
NASDSE, INC.

TABLE OF CONTENTS

PREFACE iii

INTRODUCTION TO THE MANUAL 1

USING THE MANUAL 1
Organization 1
Users 2
Objectives 2
Terminology 2

THE PLACEMENT COMMITTEE AND THE ISSUES 4
Historical Perspective 4
Issues Affecting Committee Functioning 5
The Broad View 5

PLACEMENT COMMITTEE ACTIVITIES 9

OVERVIEW OF THE PLACEMENT COMMITTEE 9
Placement Committee Functions 9
Areas of Flexibility 12

MAKING DECISIONS ABOUT COMMITTEE COMPOSITION AND FUNCTIONING 13
Composition of the Placement Committee 14
Operating the Committee 16

OBTAINING INFORMATION NEEDED TO MAKE DECISIONS 19

DEVELOPING THE INDIVIDUAL EDUCATION PROGRAM 25
Determining Eligibility 26
Components of the IEP 27
The Use of Planning Forms 28
Placement 34

IMPLEMENTING THE IEP 38

MONITORING AND EVALUATING THE IEP 41

CHECKLISTS FOR COMMITTEE ACTIVITIES 43

APPENDIX 48

A. ELIGIBILITY CRITERIA: SAMPLE STATE 48
B. RESOURCES FOR ASSISTANCE: SAMPLE STATE 50
C. SAMPLE FORMS 51
D. DUE PROCESS 89
Due Process Procedures 89
Self-administered Due Process Guide 93
E. PROCEDURES FOR PREPARING INDIVIDUAL IMPLEMENTATION PLAN FORMS 96

LIST OF TABLES

1 Federal and State Law: Issues Affecting Committee Functioning 6

2 Possible Placement Committee Composition: Sample State 16

3 Sample Distribution of Responsibilites of Members of Core Committee 18

4 Possible Areas for Child Evaluation 21

5 Sources and Uses of Information 22

6 Placement Regulations: Federal and Sample State 34

7 Placement Options 35

LIST OF FIGURES

1 Out/Input Flow for Key Committee Functions 9

2 Flowchart: Placement Committee Functions 11

3 Criteria for Judging Child Evaluations 21

4 Procedures for Initial Child Evaluations 23

5 Child Evaluation Checklist 24

6 Levels of the IEP 28

7 Individual Education Program: Total Service Plan 29

8 Individual Education Program: Individual Implementation Plan 30

9 Support Services Assignments 33

10 Completed Total Service Plan 36

11 Completed Individual Implementation Plan 39

12 Monitoring Responsibilities Checklist 42

Introduction to the Manual

Using the Manual

Organization

This manual is divided into four major subsections:

- An introduction presenting (a) an overview of Public Law 94-142 as it relates to the use of a placement committee and to the development of individual education programs, and (b) an introduction to the functions of the placement committee;
- A series of sections covering each committee function separately and containing (a) a short checklist designed to guide the committee through each function, and (b) more detailed information on that function;
- A section containing only an activities checklist, to be used to guide the committee through all of its functions in sequence, and
- An appendix which contains additional resources such as sample state guidelines, forms, due process procedures and suggestions for preparing Individual Implementation Plan forms.

The manual is organized in such a way as to be of *the most practical value to local placement committees.* Once committee members become familiar with their roles within each function, it should be possible to make extensive use of the activities checklists, while using the rest of the manual only as a resource to answer specific questions. The checklists are keyed therefore to specific sections which contain more detailed information.

Holes have been punched in all pages so that while the manual may be used as is, it may also be placed in a loose-leaf binder, so that pages may be removed for copying or individual use and so the local school system will be able to make additions relevant to its own situation. Such additions should include for example, (a) the state criteria for eligibility for special education services, (b) due process procedures specified for use in that state, or (c) forms recommended by the state or local school system.

The manual contains, both within the narrative and in the Appendix, a variety of sample forms and procedures. These are intended only as examples for state education agency or local school systems which should feel free to adapt or substitute others to meet individual situations and needs.

Throughout the manual, the relationship between federal law and state guidelines and regulations has been emphasized by including statements from a sample state (Kentucky). At each of these parts, committee members will want to determine this relationship as it exists in their own state.

In addition to the manual, there is also available a companion training package consisting of slides and simulation activities. These are designed to help train placement committees in using the manual to carry out their functions, especially the development of individualized educational programs. The slides may also be used as a general overview of the committee process for other audiences such as regular education teachers, school administrators, school board members, and parents of handicapped children.

It is recommended that users first read and familiarize themselves with the contents of the entire manual. This will offer an overview of the philosophy and total orientation to the placement committee process, and will allow the reader to form a general idea of (a) the functions of the committee, and (b) what the manual offers to the committee in the process of carrying out its activities. The Committee Activities section may then be used to guide the committee step-by-step through its various functions.

Users

This manual, together with the training package which is available to train committee members in the use of the manual, is designed to be used by two audiences. These are (a) *local school district personnel,* such as teachers, school psychologists, or principals, and (b) *state education agency personnel,* such as those in charge of personnel training. Each of these audiences has a set of responsibilities to perform in carrying out the intent of the placement committee and its function.

Local School District Personnel

The local school district is responsible, through the placement committee and its chairperson, for the development and implementation of individual education programs which carry out the intent of federal and state mandates. A major portion of the manual provides procedures to follow in performing tasks required by both law and guidelines to meet this intent. Each major task is described and specific strategies are outlined for performing that task. The manual is therefore intended to be of primary use to the local placement committee.

State Education Agency Personnel

The manual may also serve as an aid to state education agency personnel responsible for assuring that procedures for the functioning of placement committees are followed.

- First, as part of a training kit, the manual may form the basis for inservice training designed to teach placement committees to fulfill their functions. It therefore provides a guideline which state level personnel may use in giving technical assistance to local personnel.
- Second, the manual provides a means for dissemination of appropriate and uniform practices for meeting federal and state regulations.
- Third, by specifically outlining procedures for committee functioning, the manual provides a standard against which local placement committee functioning may be evaluated, and thus can be used as a basis for supervision.

Objectives

The objectives of the manual are to:

1. Provide a guide for placement committees to follow in fulfilling their responsibilities.
   a. Describe the roles, functions, and responsibilities of the committee.
   b. Provide a sequence of activities for performance of the committee's tasks.
2. Provide a guide which may be used to train placement committees.
3. Outline procedures which assure that school districts are able to meet the requirements of the law.
   a. Provide standards for placement committee performance which complies with the law.
   b. Provide a system through which school districts may check their own compliance with the law.
4. Act as a vehicle for standardized communication between the state and local school districts by providing a standard procedure for meeting the requirements of the law.
5. Provide a guide to resources available for implementing committee functions.
   a. Provide to local education agencies resources or references to resources to be used in carrying out their functions.
   b. Provide to state level personnel resources for assisting school districts to implement the procedures outlined.

The objectives listed above point to the use of this manual as a catalyst for the development of appropriate services for all handicapped children. It is, in addition, a tool which may be used in implementing these services.

The manual is *not* a legal document, nor is it the only answer to meeting the responsibilities implied by the law. Neither the procedures nor the forms suggested are binding on any placement committee. Rather, they should be regarded as a resource for meeting minimum requirements until the committee is able, if necessary, to expand and change these procedures and forms to better meet its own situation.

Terminology

Words often have a way of interfering with communication. In many cases, different education agencies use different words to describe the same concept. The following definitions

are provided as a means to foster efficient use of this manual. They are listed in a developmental sequence rather than alphabetically. Whenever possible, this manual will use the terminology of P.L. 94-142. It is recommended that this section be read very carefully.

Public Law 94-142, The Education for All Handicapped Children Act, signed into law by President Ford on November 28, 1975, designed to assure that all handicapped children have available to them a free, appropriate public education emphasizing special education and related services designed to meet their unique needs, to assure that children's and parents' rights are protected, to assist states and localities, and to assure effectiveness of efforts.

Individual Education Program (IEP), A written statement describing the educational objectives for and the services to be provided to each handicapped child. Educational objectives and services include both instruction and those related services required to meet the unique needs of the handicapped child and are derived from a careful evaluation of the child and his environment. The elements included in the plan are statements of present educational performance, annual goals, short-term instructional objectives and services to be provided to meet these objectives, conditions under which services will be delivered (where, when, and by whom) and evaluation criteria. As described in this manual, the Individual Education Program (IEP) has two levels:

- The *Total Service Plan,* or that plan which describes long-term goals and strategies for both instruction and related services, and which recommends placement, and
- The *Individual Implementation Plan,* which states short-term objectives and specific strategies for intervention.

Related Services, Services which are related to and may or may not be a part of classroom instruction, including speech therapy, audiological, psychological, physical or occupational therapy, recreation, transportation, and medical counseling (medical diagnosis and consultation for purposes of educational planing *only*); these may include identification and assessment of handicapping conditions.

Placement Committee, The group of people charged with the following responsibilities:

- *obtaining child evaluation information which is appropriate for use as a basis for decision-making about the child;*
- *determining a child's eligibility/need for special education services;*
- *developing an individual education program;*
- *recommending educational placement, and*
- *monitoring and evaluating the continuing appropriateness of these decisions.*

The term "placement committee" as used in this manual should be taken to mean any committee charged with the responsibilities listed above and includes committees presently functioning under other labels such as child study team, admissions and release committee, student support team, case conference team, or staffing team.

While required members of the committee may vary from state to state, at a minimum the committee ideally includes a person who has implemented and/or will implement programs with the child (e.g., the teacher); a person responsible for administering the program (e.g., the principal), and a person who performs child evaluations (e.g., the audiologist). When feasible and appropriate, the committee also includes the parent or the child. The placement committee's tasks begin when a child has been formally referred for special education services and continue as long as the child is receiving special education services.

Within a sample state, for example, the placement committee responsibility has been divided between two committees as follows:

School-Based Admissions and Release Committee (SBARC), a school based committee whose responsibility is to serve students currently enrolled in the local school district program.

Administrative Admissions and Release Committee (AARC), a district-wide committee whose responsibilities are (a) to serve identified children not currently enrolled in the local school district program, and (b) to review extreme cases where the SBARC is not able to make placement and planning decisions, or where parents do not agree with SBARC recommendations.

Child Evaluation, The totality of information needed to make decisions about the child, including information obtained from such sources as testing, observation (formal and informal), work samples, autobiographical information, parental information, medical history, school records, interaction analysis, and daily data records. The areas covered by child evaluation include some or all of the following, depending

upon regulations and upon the kind of information needed for decision-making: medical, family and educational history; child functioning in the areas of physical, cognitive, language, and social-emotional development; educational functioning, occupation and career development, and environmental conditions.

Program Evaluation, Within the context of the individual education plan (IEP), an evaluation of the appropriateness of the written plan, including objectives and services, and of the implementation of the plan. Evaluation is based on the criteria for evaluation stated within the IEP, which includes statements of when, how, and by whom objectives will be accomplished.

Implementers, Those individuals who are responsible for implementing various components/recommendations of the individual education plan. Job roles which might be considered implementer roles are classroom teacher, speech therapist, or social worker. The implementers in any particular case would depend upon the needs identified by the committee.

Procedural Safeguards, Specific procedures designed by law to protect the rights of children and parents. These safeguards include:

a. *Due process*—A series of steps which assure the right of the parent and child to be fully informed and included in decision-making at all steps in identification, child evaluation, planning, programming, and program evaluation.
b. *Nondiscriminatory testing*—The assurance that special education placement will be provided on the basis of evaluation; materials and procedures will be appropriate for such purposes, and that no single test or procedure will be used as the sole criterion for placement.
c. *Least restrictive environment*—The assurance that handicapped children will be educated with non-handicapped children to the maximum extent appropriate.
d. *Native language*—The language normally used by the child or the child's parents.
e. *Confidentiality*—The assurance that any information contained in school records will not be released without the permission of the parent.
f. *Right to representation*—The assurance that the child shall be represented by his/her parents, guardian, or surrogate parent.

These terms have implications for all functions of the placement committee; they should be regarded as a framework within which the functions will be performed.

Intermediate Education Unit—Any agency, supervised by the state education agency, providing free public special education and related services on a regional basis within a state.

The Placement Committee and the Issues

Historical Perspective

The past few years have witnessed a growing awareness of the need for educational institutions to be held accountable for the provision of quality services to handicapped children and their families. This awareness is evident both in court decisions and in the passage of federal and state laws which require that definite procedures be following in delivering special education services.

Recent litigation (e.g., *Wyatt v. Stickney,* 1971)* has made due process a reality for the field of special education. At the national level, the increasing focus on due process and the simultaneous acceleration in federal funding and involvement have been accompanied by an increase in federal efforts to exercise more control over the kinds and quality of educational programs being offered to handicapped children.

Public Law 94-142, The Education for All Handicapped Children Act of 1975, signed into law on November 28, 1975, is a culmination of these trends. Its primary purpose is to assure that any handicapped child who is the responsibility of any education agency will receive a free and appropriate public education. As a way to accomplish this purpose, P.L. 94-142 outlines procedures for carrying out a sound, logical educational process at the local level.

In addition, the law specifies the means for implementing these procedures. These include (a) the formation of a placement committee or team which will have the responsibility for making specific decisions concerning a specific child, and (b) the development, by the committee of an individual education program (IEP),

*Wyatt v. Hardin (formerly Wyatt v. Stickney), 325 F. Supp. 781, Supp. 1341, 344 F. Supp. 573.387, 503F 2nd 1305 (5th cir., 1974).

which is based on an evaluation of that child's needs and which contains particular kinds of information.

The formation of the committee and the development of an IEP are therefore requirements specified by law to enable local education agencies to meet the intent of the law. These procedures differ dramatically from those used in the past, expanding the tasks and responsibilities, as well as the membership, of the group involved in decision-making about any given child. Several states have demonstrated an intent which is parallel to P.L. 94-142 and have already developed similar state regulations. While these regulations must of necessity conform to the federal law, they also offer the opportunity for each state to translate and expand the law to meet its own characteristics.

Issues Affecting Committee Functioning

Federal and state laws and guidelines, combined with the decisions and trends evident in past and current litigation, all highlight the importance of a number of issues which have impact on the entire field of special education. These issues have direct relevance for the functioning of placement committees and the writing of individual education programs, and must be considered by the committee as it carries out its activities.

Table 1 outlines these issues in a chart format which specifies the federal requirement, a corresponding sample state education agency guideline, and a statement which translates each issue into terminology applicable to any given local education agency.

These requirements offer a way to assure quality control of services for handicapped children; they *must* be understood and repeatedly considered by committee members during the process of carrying out committee functions.

The Broad View

The statements contained in Table 1 emphasize that federal and state laws will help to assure that handicapped children are afforded the opportunity for a free and appropriate public education.

The rights of children and parents, as specified by court decisions and federal law, require adherence to due process in planning educational programs for handicapped children. The committee and the IEP are two means which are to be used for accomplishing this adherence. The process followed by the committee provides a safeguard for the child, parents, and school, while the IEP assures that educational planning is responsive to the needs of the child and provides a basis for evaluating the appropriateness of educational services. The process and product together thus provide a guide for meeting the requirements of due process and of P.L. 94-142.

Educational planning for a handicapped child must of necessity look at more than a child in an instructional setting. Handicapped children often have a variety of characteristics which have major implications for educational planning or which must themselves become the focus of the educational program. This implies a broadened view of "education" which may very well extend beyond the classroom setting, and a consequent emphasis on a full service delivery model. Thus, while an educational program for a non-handicapped child might focus exclusively on the instructional setting, the program for a handicapped child could easily be expected to incorporate related services as well.

The handicapped child has multi-faceted needs; the heterogeneity of these needs demands a committee approach to decision-making. The committee, with its built-in wide base of knowledge and competence, provides more than an answer to laws and regulations. It also outlines a way to provide a quality educational program which meets the diverse needs of the child.

Requirements and guidelines for both formation of committees and for development of individual education programs rest on the assumption that the best education for a handicapped child will be based on a multi-faceted foundation of responsibility and knowledge, incorporating input from a variety of individuals who have had or will have contact with the child.

While the ultimate responsibility for providing quality services belongs to the program administrator, the interdisciplinary placement committee approach creates the opportunity for the administrator to make use of other human resources in planning and implementing services which meet the multi-faceted needs of the handicapped child, while the IEP provides him/her with a tool for assuring implementation and accountability.

TABLE 1: Federal and State Law: Issues Affecting Committee Functioning

Issue	Federal Statement*	Sample State Statement†	Translation
1. Related Services	"The term 'related services' means transportation and such developmental, corrective and other supportive services, including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, and medical and counseling services (except that such medical services shall be for diagnostic and evaluation purposes *only*), as may be required to assist a handicapped child to benefit from special education, and includes the early identification and assessment of handicapping conditions in children."	"Local boards of education may contract to provide 'related services' to exceptional children and their families when the desired services are not available through a public or private agency." "The statutory system establishes the right of exceptional children as defined in (Sample State Law) and who are of compulsory school age, to education and *related training* provided for therein suitable to their needs, capabilities, and capacities."	If classroom instruction does not meet all of the needs of the handicapped child and his family, then the educational program can provide related services which are directed toward those needs.
2. Individualized Education Program	"The term 'individualized education program' means a written statement for each handicapped child . . . ."	"The functions . . . shall include the following: . . . . discuss results of the evaluation and make recommendations as to appropriate services and/or programs . . . ." "The IEP is a response to the concerns identified, the evaluation data collected, and the data shared by the" . . . (placement committee).	A major function of the placement committee is to develop an individual educational program which meets the identified needs of the child.
(a) team approach	"The term 'individualized education program' means a written statement: . . . . developed by LEA representatives, teacher, parents, and child, when appropriate."	"Local School District personnel shall establish one district-wide Administrative Admissions and Release Committee and a School-Based Admissions and Release Committee in each school . . . ."	Planning for a handicapped child must be done within a committee structure.
(b) present level of educational performance	"The term 'individualized education program' shall include: . . . . a statement of the present levels of educational performance of such child . . ."	"The functions of the (Committee) shall include the following: . . . Discuss results of the evaluation and make recommendations as to appropriate services and/or programs for the identified child." "The functions of the . . . committee shall include the following: . . . Discuss results of formal and informal evaluations."	There must be a statement in the individual education program that specifies what a child can and what a child cannot do.

*All statements for individual education program are cited from PL 94-142, Sec. 4(a), Sec. 602, (19).
†All sample statements are cited from the law, guidelines or regulations as they currently exist in Kentucky.

Table 1: Issues to be Considered (continued)

Issue	Federal Statement	Sample State Statement†	Translation
(c) IEP goals and objectives	"The term 'individualized educational program' shall include ... A statement of annual goals, including short-term instructional objectives ..."	"Develop and list long-term goal statements specifying desired terminal behaviors for the referred pupil. The IEP sets only long-term educational goal statement, leaving short-term educational objectives to be developed by the person(s) responsible for implementing the IEP. Therefore, the IEP serves as the 'master plan' for guiding the referred pupil's educational program."	There must be a statement in the individual educational program that states what a child will accomplish on at least an annual basis and/over several periods of time within that year. Short-term objectives to meet these goals will be developed by each implementor.
(d) educational services to be provided	"The term 'individualized educational program' shall include: ... A statement of specific educational services to be provided ..."	"The component allows the ... Committee to include any special strategies or arrangements necessary for carrying out the pupil's Individual Educational Plan."	The individual education program must include statements that specify services necessary to accomplish goals and objectives.
(e) least restrictive environment	"The term 'individualized educational program' shall include: ... A statement that to the maximum extent (possible) such child shall participate in the regular classroom ..."	"When a placement in a less restrictive environment is seen as more appropriate, the ... Committee shall review the child's placement. If the Committee determines the child's needs can be met in a less restrictive setting, the child's placement and educational program shall be changed and support services provided as necessary." "... Written summary of the ... Committee's placement recommendation based on pupil evaluation results, IEP, and the least restrictive alternative ...."	The individual educational program must include a statement that provides for the child to be placed in the least restrictive environment to the maximum extent that is appropriate. Criteria for exit to the next least restrictive environment must also be included.
(f) initiation and duration of services	"The term 'individualized education program' shall include: ... A statement of the projected date for initiation and anticipated duration of such services ..."	"Date goal(s) achieved should be noted."	The individual education program should include a statement that tells when a program will begin, how long it will last, the daily duration of the program and the number of days that program will be provided during the year. Provision should be made for making changes when this need is indicated by monitoring and evaluation.

Table 1: Issues to be Considered (continued)

Issue	Federal Statement	Sample State Statement†	Translation
(g) objective criteria and evaluation procedures	"The term 'individual education program' shall include: . . . A statement of appropriate objective criteria and evaluation procedures . . ."	"The functions of the (Committee) shall include the following: . . . make recommendations . . . These recommendations shall include . . . criteria by which the effectiveness of such intervention strategies may be determined." "Short-term educational program planning and evaluation of instructional needs is done by each person responsible for a component of the pupil's IEP. Collectively, these short-term educational objectives comprise the specific skills to be taught in order that the long-term goal statements in the pupil's IEP may be achieved." "After placement and Individual Educational Plan is initiated, continuous assessment of the pupil's progress in relation to that educational setting should be carried out and recorded by personnel implementing the pupil's Individual Educational Plan."	The individual education program should include a statement that provides for the determination of whether or not the child has achieved the established goals and objectives, how this will be measured, and who will be responsible for this task.
(h) at least annual review	"The term 'individual education program' shall include: . . . A statement of a schedule for determining on at least an annual basis, whether instructional objectives are being achieved . . ."	"At least annually, the appropriate . . . Committee will review the placement of each exceptional child in relation to his educational progress in that setting." "The functions of the (Committee) shall include the following: . . . At least annually, review the placement of each exceptional child living in the local school district but receiving services outside the local school district in relation to his educational progress in that setting." . . . At least annually, review the placement of each exceptional child in the school in relation to his educational progress in that setting."	The individual education program must include a statement that delineates that there will be at least an annual review of the child's program, a statement that provides for ongoing evaluation, and statements regarding when parents (or the child, when applicable) will receive progress reports. The frequency of these progress reports can be determined by the nature and severity of the child's special need, but *must* include an annual report that includes further recommendations for that child's program. The annual report does not preclude the necessity for regular school-term, or even daily, reports to the parents (and child when applicable) regarding the child's progress. While annual review is required, other review may be indicated by monitoring.

Placement Committee Activities

Overview of the Placement Committee

Placement Committee Functions

The functioning of the placement committee is basic both to the processes involved in insuring quality special education services and to procedures for assuring compliance with federal and state standards.

The ideal placement committee functions as an interdisciplinary team. By incorporating a range and variety of knowledge and skills, the committee assures that all needed information is available. This information includes both the educational needs of the child and the capabilities of the educational program.

Specifically, members of the committee need to have available a broad base of data encompassing:

- *requirements of due process,*
- *needs of the child and family,*
- *appropriate goals for delivery of services,*
- *alternative possibilities for delivery of services,*
- *alternative possibilities for assuring accountability.*

The interdisciplinary structure also helps to assure that individual education programs will be implemented and followed as they are written. By including those persons responsible for implementing the programs, the placement committee structure assures that the selected services are not only appropriate for the child, *but practical and feasible for classroom implementation and administrative support.* In addition, the committee structure improves the probability of commitment to implementation by including implementers in the planning and decision-making process.

The placement committee's functions fall primarily into the following categories, each of which will be explained more fully in the following sections:

1. *Pre-planning functions*
   a. specifying committee composition and procedures,
   b. gathering information needed to make decisions.
2. *Planning functions*
   a. developing an individual educational plan,
   b. determining eligibility for special education placement.
3. *Implementation functions*
   a. providing for individual program implementation,
   b. providing for individual program monitoring and evaluation.

Within a time sequence, the committee's key functions may be seen as: (a) providing for the gathering of child evaluation data, (b) making planning/placement decisions, and (c) providing for implementation and followup. Within these key functions, the output from one function flows as an input directly into the next function. Figure 1 demonstrates this relationship.

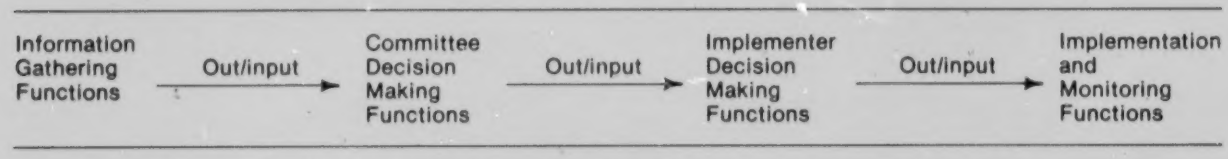


FIGURE 1: Out/Input Flow for Key Committee Functions

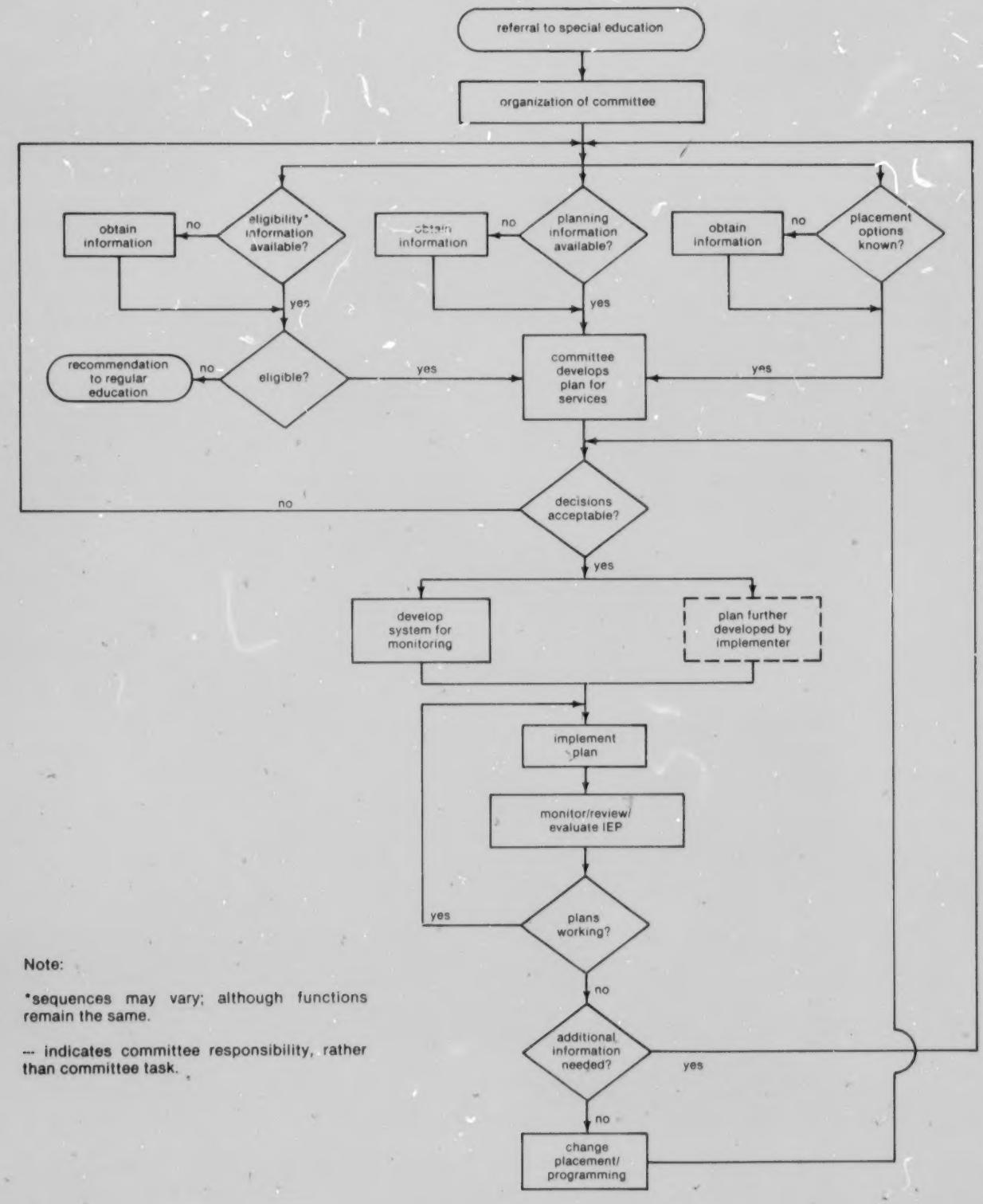
For example, it may be determined during the information-gathering process that a child has a definite need for physical therapy services to strengthen basic skills in physical control of the back muscles. The knowledge of this need becomes information which the committee must consider in its decision-making process. During this process, it may decide to contract with a physical therapist who will come to the school and work with the teacher in developing an environment which will encourage development of these skills. The knowledge of committee specifications becomes input for the individual implementer, i.e., the therapist, who must make use of this knowledge in planning his/her procedures for working with the child. These procedures, the output from the implementer decision-making process, in turn become the input for implementation and monitoring.

Subsidiary functions which cut across all of the key functions are:

- The establishment of procedures for assuring committee adherence to due process (Appendix D contains detailed information on due process from the sample state), and
- The committee's responsibility for its own effectiveness and efficiency.

The overall sequence of committee functioning may be viewed within the framework of the flowchart shown in Figure 2. This flowchart should be regarded as an overview of the functions of the committee in the general order in which they will probably occur. Each point in the flowchart calls for certain sources of input and implies certain questions to which the committee must respond in fulfilling the function represented. While the order in which these functions occur may vary, each function is the responsibility of the placement committee; the following sections will cover each of these functions.

FIGURE 2: Flowchart: Placement Committee Functions



Note:

*sequences may vary; although functions remain the same.

--- indicates committee responsibility, rather than committee task.

Areas of Flexibility

For the majority of its tasks, the committee is provided by law with guidelines specifying minimum acceptable standards. In addition, however, the committee also has a great deal of leeway to go beyond the minimum standards in matching its functioning to its own situational needs.

Within the general flow of events depicted in the flowchart, several types of overlapping may appear, depending on the capabilities and needs of the particular state and/or local education agency. These overlaps occur primarily in three areas, i.e., in time, in functions, and in responsibility.

The placement committee, in using this manual, must keep in mind that its purpose is to facilitate, not impede, the local system's approach to performing placement committee functions. Local needs and constraints will therefore make it necessary for the committee to remain flexible in its use of the manual and its procedures. The following sections provide examples of how the flow of events may differ from school to school, or from state to state.

Overlaps in Time

The basic functions covered in the flowchart will not always occur in the order depicted or as discrete events. The data-gathering function may continue beyond the point of the placement decision if the committee feels that current information is not sufficient for additional planning. For example, it may be found that a child's instructional needs can best be met in a half-day resource class, but that the child's language development will require a more detailed evaluation. Therefore data collection would of necessity continue into the planning function.

In addition, some of the committee's tasks may not have to be repeated for every child. Reestablishing committee procedures, for example, may not be necessary if the same committee is responsible for several children.

The number of meetings which a particular committee may hold for a particular child may also vary. Some committees prefer to hold preliminary meetings to define needs and then a major meeting to review data and develop a plan. Others prefer to assign responsibility for information-gathering to one person and to hold only one meeting.

The events that occur, therefore, remain constant, while the time, place, and person involved in accomplishing the activities may vary.

Overlaps in Function

Decisions in such areas as developing an individual education program and determining eligibility for placement will not occur independently of each other or even in a sequence. Decisions in these areas will tend to be interactive. Placement decisions will depend upon planning decisions and vice versa. For example, the kinds of services which can be offered to a child may depend greatly upon the availability of a placement which offers that service.

Overlaps in Responsibility

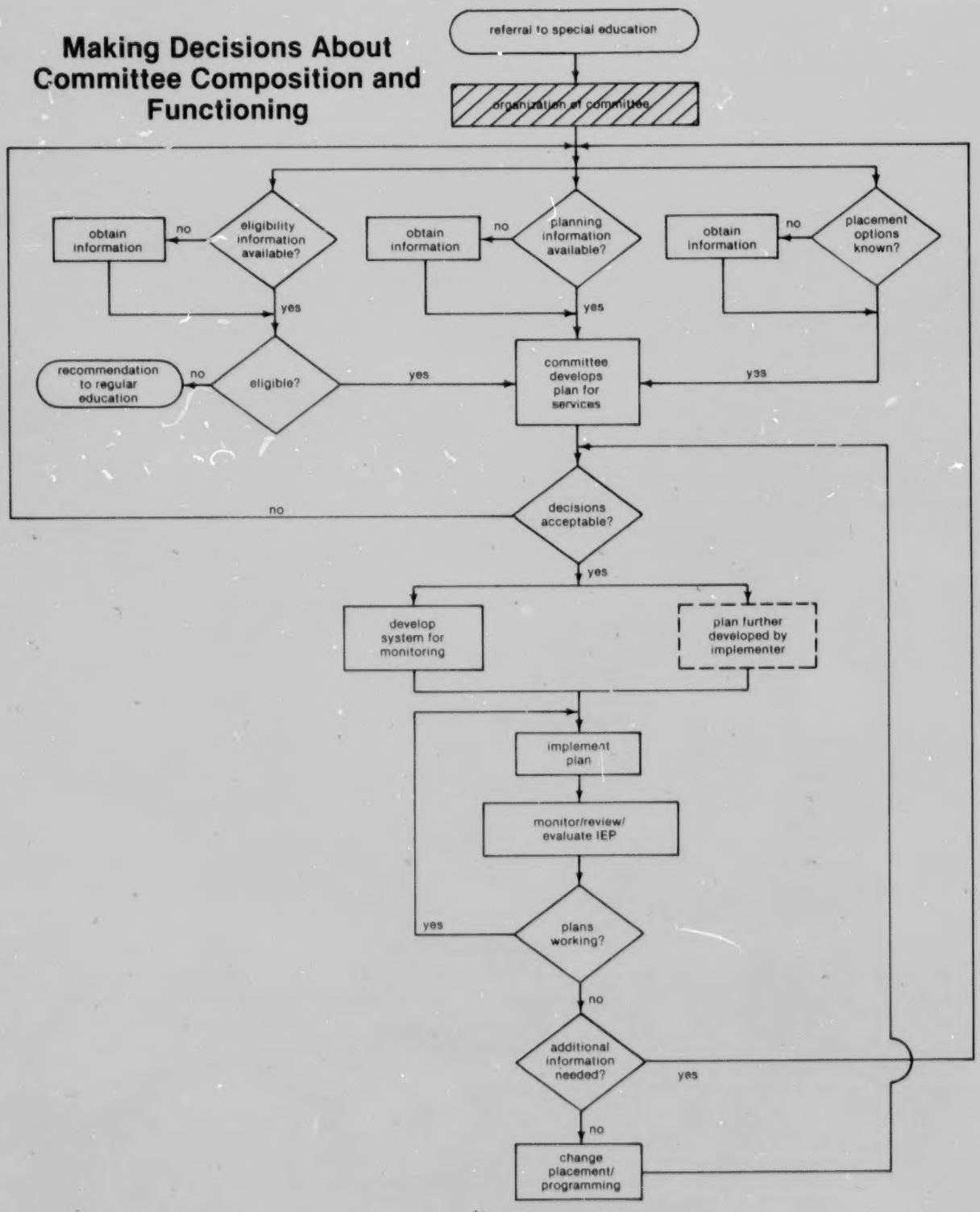
While the functions of the committee are relatively specific, the person or group who actually performs each function may vary depending on the specific situation. For example, in some cases the chairperson may have responsibility for gathering existing information and presenting it to the group. In others, the committee itself may have this responsibility.

Another major source of overlap may occur in who is responsible for developing specific parts of the individual education program. In most cases the committee will develop the total service plan and leave the more specific plan at the implementer level to the teacher(s) or therapist(s). In other cases, where committee competence in developing the implementation plan may be greater than that of the individual implementer, the committee may wish to extend its responsibility to this level.

The committee structure is required by law; it is the means that has been chosen to accomplish the processes necessary to deliver services which meet the intent of the law in providing appropriate educational services to handicapped children. While the intent of the law is to create child-oriented educational services, the focus in carrying out the processes must be upon the functions of the committee. While flexibility is possible in a particular education agency's approach to these functions, *the functions must occur.*

For the sake of clarity, the following sections of the manual are divided into the major functions of the committee.

Making Decisions About Committee Composition and Functioning



Making Decisions About Committee Composition and Functioning

COMMITTEE ORGANIZATION: ACTIVITIES CHECKLIST

Have the following resources available before beginning activities:

1. Forms (Appendix C)
   a. Referral forms
2. Cumulative folder of child
3. Guidelines for state requirements for committee membership
4. Pages 14 to 18 of the Manual.

Activities

Check off the following activities as they are completed by the committee or by individual members.

_____ referral reviewed
_____ child file reviewed
_____ parents informed of referral
_____ decision-making style specified
_____ core committee meeting held
_____ available information examined by core committee
_____ specific questions generated and listed
_____ needs for committee membership listed
_____ total committee members listed
_____ total committee members contacted
_____ roles assigned to members (records, etc.)
_____ decisions recorded

Composition of the Committee

The composition of the placement committee depends upon the requirements of federal and state guidelines, and upon the competencies and cooperation between members needed to perform the various functions of the committee. At any point, the committee's membership will depend upon the decisions to be made at that point, the information needed as input for making those decisions, and the need to involve persons who will be responsible for implementing what the committee decides.

The concept of the placement committee calls for the involvement of a variety of persons who may be viewed as having different kinds of information about, and/or control over, appropriate programming for the child. A careful approach to the composition of the placement committee offers local education agencies opportunities to:

- *involve persons with a variety of competencies and skills in the decision-making process;*
- *involve individuals who have the authority to provide support for implementing decisions;*
- *involve potential implementers in decision-making, and*
- *conform to guidelines concerning due process.*

The parents and/or child must be given the opportunity to participate as active members of the committee. Direct participation is desirable for several reasons:

1. The information which they can bring to the committee may greatly enrich the total committee's understanding of the needs of the child and family;
2. Involvement will usually be associated with a greater chance of parent cooperation;

3. Cooperation is essential to the success of the child's program;
4. The parents' presence can help assure that they clearly understand the functions of the committee;
5. The parents' informed consent is essential at several stages of the committee's functioning.

Whether or not parents choose to be participating members of the team, due process requires their informed consent at several points in the decision-making process. These points are (a) the administration of standardized tests, (b) special education placement, and (c) major changes in the child's program. In addition, they must be informed of decisions on at least two other points: referral to special education, and continuation in special education.

Membership: General

Within a particular local education agency, membership on the placement committee will change over a period of time. One way to view this is as a membership which changes in response to expanding knowledge of the needs of the child. There seem to be basically three stages of committee development:

- the permanent committee;
- the core committee, and
- the total committee.

Beginning with the permanent committee, the membership expands through the three levels as needed for each particular child.

Permanent committee membership consists of those individuals who remain constant from child to child; in a given local education agency, there will usually be one or two persons who fall into this category. These persons will generally also maintain the same role on each committee as it is formed, e.g., the chairperson. On the permanent committee, therefore, both role and individual remain constant.

While permanent members are the same individuals fulfilling the same roles from child to child, *core committee* membership remains the same only in role; individuals fulfilling each role may change from child to child. The receiving teacher role on the committee, for example, may be filled by any one of the possible receiving teachers in that school system, depending upon where it is anticipated that the child will best receive needed services.

Membership of the *total committee* varies in both roles and in individuals fulfilling the roles. The child's needs define the membership of these consulting members. Membership on the total committee should be based upon the types of competence needed to identify child needs and prescribe child programs. Ideally, the guidelines point to the minimum inclusion of three types of persons on the placement committee. These are:

1. referring and/or receiving teacher, regular and/or special—responsible for implementing the child's instructional program;
2. administrator—responsible for administering support of child's program, and
3. child evaluator(s)—responsible for providing data for decision-making.

These persons form the core committee, or that committee which remains constant from child to child, but which does not have permanent membership.

In addition, it is highly recommended that several other types of persons be *directly* involved in the process as members of the total placement committee:

- parent(s) or guardian(s);
- special service personnel, and
- child (if 18 years of age or older).

Extreme care should be exercised by those members responsible for forming the total committee to attempt to include:

- *members required or recommended by federal guidelines;*
- *members required by state guidelines;*
- *members whose expertise can provide input into understanding the child's needs and planning his program, and*
- *members who will be responsible for implementing the child's program.*

Membership

Within each state, guidelines and regulations may be interpreted and expanded to meet the particular needs of that state. Placement committee composition may therefore be dependent upon state as well as upon federal guidelines.

In the sample state, for example, the placement committee function has been divided into two separate placement committees whose areas of responsibility are slightly different. Because composition is at least partially dependent upon the needs indicated by the situation, the compositions of these two committees also differ slightly. The composition of these two committees is as follows:

1. Administrative Admissions and Release Committee

a. Director of local school district Program for Exceptional Children (this person acts as chairperson of the committee);
b. Local school district superintendent or his/her designee;
c. Referred pupil's principal (if not enrolled in public or private school);
d. Involved instructional supervisor (dependent on age and level of child);
e. Parent(s) of referred child or their own appointed designee, and
f. Consulting members as requested by AARC.

2. School-Based Admissions and Release Committee
   a. Building principal (this person acts as chairperson of the committee);
   b. Referring teacher(s);
   c. Teacher(s) of exceptional children;
   d. Parent(s) of referred child or their own appointed designee, and
   e. Consulting members who may input into the child's educational program.

Table 2 presents a list of potential committee members, including permanent members, recommended core committee members, and possible consulting members for the total committee. Those members required as permanent members of the committee may, of course, vary from state to state.

TABLE 2: Possible Placement Committee Composition (Sample State)

Person	Permanent Members	Recommended on Core Committees	Consulting Members
School Administrator	x		
Special Education Administrator	x		
Referring/receiving Teacher		x	
Parent		x	
Psychologist			x
Educational Diagnostician			x
Speech Pathologist			x
Physicial Therapist			x
Occupational Therapist			x
Audiologist			x
School nurse			x
Social worker			x
Guidance Counselor			x
Curriculum Specialist			x
Methods & Materials Specialist			x
Physician			x
Ophthalmologist/Optometrist			x
Vocational Rehabilitation Counselor			x
Other consultants			x

Operating the Committee

One of the first tasks of the committee will be to decide how it will function as a team. This task will involve answering the following questions:

- What will be the roles of the committee members?
- How will decisions be reached?
- How much structure is necessary?
- How will the committee evaluate its own functioning?

It is essential that these questions be discussed and resolved by members of the committee before they attempt to carry out the committee's major functions. The failure to do so could result in poor quality teamwork, a loss of valuable time, and inappropriate decisions. Within a local education agency, answers to these questions, once decided, may become standard operating procedures for every committee and will not have to be decided anew each time.

Roles of the Members

A smoothly running placement committee depends upon the fulfillment of certain roles by its members. For each decision point, the committee needs to decide who will do what and by what time. These decisions should be written down and agreed to by all members. While

some roles (and types of responsibilities) will remain constant, others will change or new ones will become necessary. The committee should remain open to these needs. In general, it is necessary for the committee to make certain that each role is filled and that every member understands what his/her duties are in relation to the other members. In some cases, more than one role may be filled by the same person.

Table 3 shows a list of roles to which committee members are often assigned and a sample division of labor between roles. Responsibilities are listed both in terms of specific function on the committee and relationship to the child. While these may vary between committees, *the tasks will remain constant;* each committee should decide upon a similar distribution of tasks for its own members.

The need for other roles may arise as the committee begins to work. when a need is recognized for a new role, this should be specified.

When new roles and/or persons are added, it is important to specify how they will be related to other committee members. Will they be full members? Will they provide verbal information only? Will they provide written reports? Are they voting members?

Decision-Making Style

While the chairperson has the ultimate responsibility for the quality of the decisions which are reached by the committee, the most effective use of the committee structure comes with procedures for shared decision-making. Several types of decision-making procedures are possible, however, including formal and informal voting, reaching consensus, and chairperson decision-making.

The committee members should decide which style best meets their needs. In many cases, this will depend upon the style of the chairperson, who is ultimately responsible for all decisions. All committee members should be aware of how decisions will be made.

The committee may or may not feel a need to structure their agenda. This can be a great time-saver, but should allow some flexibility. If a set agenda is to be used, items to be covered should be listed in sequence and a time period set for each.

Timelines for Tasks

The committee should also decide on specific timelines for taking referrals, planning and placement, implementing, monitoring, and program evaluation. In some states, these timelines are set by law. Suggested timelines might, for example, specify:

- referral to completion of child evaluations—5 weeks
- completion of child evaluations to placement—5 weeks
- review of placement/programming—quarterly and annually

The establishment of timelines will help the placement committee to stay on task and to schedule their time to serve children most efficiently. It will also provide one basis for evaluating committee functioning.

Evaluation of Committee Functioning

The committee should set goals for its own functioning. These goals should cover the number of children to be served, the efficiency of operation, and the quality of planning. Specific times should be set for reviewing these goals. If they are not being met, the committee should then reconsider its composition and strategies for functioning.

Summary

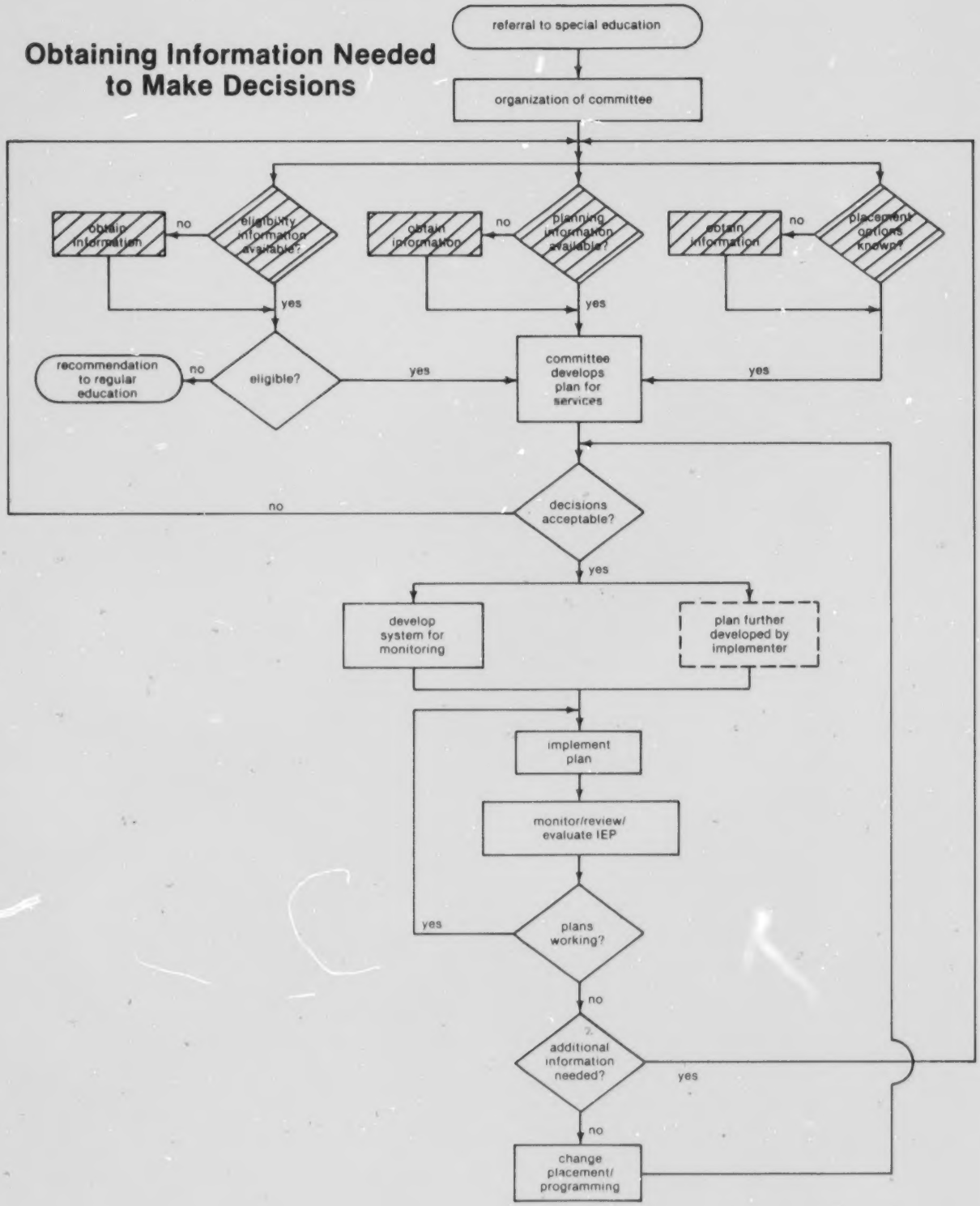
The membership of placement committees and the development of effective and efficient functioning procedures both offer to local education agencies a new way of approaching programming for handicapped children, a way that is positive, comprehensive, and functional. Membership and procedures are dependent upon federal law, state regulations and guidelines, and upon local capabilities and need.

The committee may expand in membership as the child's needs become more clearly defined. Total membership is thus a response to the needs of the child. The establishment of specific procedures for functioning will facilitate the accomplishment of the committee's tasks; local education agencies should make certain that members of their committees are aware of these procedures.

TABLE 3: Sample Distribution of Responsibilities of Committee Members

Title/Role	Responsibilities
Administrator	1. receive referral 2. appoint chairperson 3. recommend persons for committee membership 4. provide for inservice training for committee 5. make scheduling arrangements for committee members 6. provide resource materials needed by other members 7. provide information on capabilities of the school system 8. provide support for implementation 9. arrange support for implementer completion of IEP
Chairperson	1. facilitate total committee process 2. organize collection of pre-committee child evaluation data 3. coordinate committee activities 4. communicate with parents 5. arrange for interpreter/translator, if necessary 6. organize all forms and other materials 7. facilitate group decision-making 8. supervise record-keeping procedures 9. insure due process procedures 10. chair committee meetings 11. assign roles to other committee members
Parents/child	1. provide information concerning home situation 2. provide input for development of goals for the child 3. provide support for child evaluation and planning/placement
Referring Teacher(s)	1. provide objective and subjective information on performance 2. provide reality-based suggestions for development of IEP 3. provide reality check for suggestions of other committee members 4. provide summary of classroom assessment 5. provide recommendations for child evaluation needed
Receiving Teacher(s)	1. define capabilities and constraints of receiving situation 2. provide input for development of plan
Child Evaluation Coordinator	1. distribute/collect evaluation report forms to/from child evaluators 2. arrange further child evaluation as necessary 3. compile child evaluation information 4. make recommendations to committee based on compilation
Parent/Child Liaison	1. carry out all parent/child contacts required by law 2. counsel parents/child on their rights 3. conduct home visits 4. obtain parent/child signatures on appropriate forms 5. explain total process to parents
Implementation Liaison	1. monitor child's progress after implementation of IEP 2. submit progress reports to team members 3. coordinate implementation and monitor according to criteria set in IEP
Consulting Specialists	1. provide comprehensive analysis of child within area of expertise 2. provide specific information describing child's strengths and weaknesses 3. provide specific recommendations for placement/planning decisions 4. complete forms
Recorder	1. keep an accurate record of committee meetings 2. maintain a file of proceedings/decisions

Obtaining Information Needed to Make Decisions



Obtaining Information Needed to Make Decisions

OBTAINING INFORMATION: ACTIVITIES CHECKLIST

Have the following resources available before beginning activities:

1. Forms (Appendix C)
   a. Referral forms
   b. Identification information
   c. Screening information
   d. Parent permission for evaluation
   e. Child evaluation summary forms
   f. Child evaluation checklist
   g. Criteria for judging child evaluations
2. All available child evaluation information
3. Due process procedures (Appendix D)
4. Pages 20 to 24 in Resource Manual

Activities

Check off the following activities as they are completed by the committee or by individual members.

_____ child evaluation needs reviewed
_____ parent permission for evaluations obtained (if not obtained, refer to due process procedures in Appendix D.)
_____ responsibilities for evaluations assigned
_____ source of payment for evaluations specified
_____ format and specifications for evaluation reports indicated to evaluators
_____ evaluation summaries received (use Child Evaluation Checklist)
_____ evaluations reviewed for quality (use Criteria for Judging Child Evaluations)
_____ summary evaluation reports given
_____ summary of needs stated
_____ due process procedures followed
_____ decisions recorded

A first and continuing task of the committee is to gather the information that it will need to carry out its duties. The committee's primary purpose in obtaining information is to assure its availability for decision-making in the areas of planning the educational program and determining eligibility for placement.

The purposes for which information is needed will determine the types and the amount of information needed. The information gathered must allow the committee to make appropriate decisions in the areas of each major function. All information should be evaluated with these functions in mind. The kinds of information gathered will thus depend upon (a) legal requirements or guidelines, and (b) needs of the committee for making different decisions. Throughout this process, parents should be involved directly or, if that is not possible. They should be informed and should be asked for their written consent where necessary.

While this section presents information-gathering as a function that occurs prior to the determination of eligibility, planning, and placement, in reality the committee will need to examine its information for each point, decide whether or not the information is adequate for that purpose, and, if necessary, review the data-gathering process.

The placement committee will need to gather information which is relevant to educational decision-making. Some of the types of

needed information will be similar for every child, while other types of information will vary depending upon the particular circumstances. These circumstances, for example, might include age, developmental levels, educational history, family needs, or area of disability.

In general, the more severe the handicapping condition or the younger the child, the wider the range of information required. In all cases, information should be gathered from a variety of sources in order to assure a comprehensive and multi-faceted profile of the child's characteristics, levels of performance, and needs.

The child evaluation information that is needed may vary in both the areas of child functioning evaluated and the sources from which the information may be obtained. These are outlined in Tables 4 and 5.

The committee, in making use of data gathered from these sources, will need to:

- *examine the information;*
- *decide whether or not the information is appropriate for determining eligibility, planning an individual education plan, and recommending placement;*
- *arrange to obtain any additional information which the committee feels is necessary.*

To be of maximum use to the committee, the information obtained from this process should be:

1. Relevant to educational needs
   a. contain specific programming implications
   b. contain suggestions for specific strategies.
2. Appropriate to the decisions to be made,
3. Written in simple language.
   a. describe performances in descriptive terms
   b. use nontechnical words.

Figure 3 presents a checklist which is useful for evaluating the acceptability of evaluation information. This checklist may be used with each child evaluation that the committee receives.

TABLE 4: Possible Areas for Child Evaluation

1. **Educational functioning**
   a. achievement in subject area
   b. learning style
   c. strengths and weaknesses
2. **Social-emotional functioning**
   a. social/psychological development
      - attending/receiving
      - responding
      - valuing
      - organizing
      - characterizing
   b. self-help skills
3. **Physical functioning**
   a. visual
   b. hearing
   c. speech
   d. motor/psychomotor
      - gross motor
      - fine motor
   e. medical health
4. **Cognitive functioning**
   a. intelligence
   b. adaptive behavior
   c. thinking processes
      - knowledge
      - comprehension
      - application
      - analysis
      - synthesis
      - evaluation
5. **Language functioning**
   a. receptive
   b. expressive
   c. nonverbal
   d. speech
6. **Family**
   a. dominant language
   b. parent-child interactions
   c. social service needs
7. **Environment**
   a. home
   b. school
   c. interpersonal
   d. material

FIGURE 3: Criteria For Judging Child Evaluations

For each of the evaluations listed as "needed" on the Child Evaluation Checklist, check the following items; each criterion should be met to the committee's satisfaction.

Child: _____

Type of Evaluation: _____

Date of Evaluation: _____

Evaluator: _____

_____ Report is written in understandable language.

_____ Tools or processes used in evaluation are identified.

_____ Setting in which evaluation occurred is described.

_____ Evaluation contains concise statement of specific results.

_____ Identification of problem areas identified by evaluation.

_____ Identification of problem areas identified by behavioral observation.

_____ Evaluation contains concise statement of strengths and weaknesses.

_____ Information is relevant to educational planning.

_____ Information describes conditions which influence ability to perform tasks.

TABLE 5: Sources and Uses of Information

Source	Rationale for Use
1. Referral Forms	Information contained on referral forms, if well stated, can be used to form hypotheses concerning what other kinds of information may be needed, the criteria for acceptable performance, and the perspective of the person(s) making the referral.
2. School Records	Inspection of cumulative and other available records can be helpful in determining whether or not there are factors that might help to account for the reason for referral, whether or not there seem to be any trends in problem growth, and whether other areas seem to be in need of closer evaluation.
3. Standardized Test	Standardized tests may be used to obtain information on how one child compares with other children. In many cases, standardized tests are required for determination of eligibility. This type of test covers such areas as intelligence, achievement, and personality.
4. Developmental Scales	These scales compare areas of child development within the child and as compared with other children. They are especially useful with younger or more severely handicapped children, pinpointing both strengths and weaknesses.
5. Criterion-Referenced Tests	This type of test places the child at a certain level in some area of skill development. It is especially helpful for planning purposes because criterion statements can be used as goals for instruction.
6. Observation	Observational data can focus on a very specific child characteristic, such as a child's interaction with other children, and can point out areas in need of further evaluation and confirm or disconfirm other information. Observations may be formal or informal and include such things as anecdotal records, interaction analysis, checklists, and rating scales. These observations may take place in any setting, including the home. Observational data is best obtained by those who are close to the child in his/her normal environment.
7. Interviews	Interviews with the parent, the child, and/or the teacher yield information which lends perspective to other kinds of information. They also pinpoint areas that may be priority needs or strengths.
8. Work Samples	Work samples are similar to criterion-referenced testing; they provide information concerning the level of the child in some area of skill development. They are useful in planning intervention in academic areas.
9. Consultants	Consultants may provide information which is not usually available to an educational planner. This may include medical, therapeutic, and family information and may be used to plan services in related areas, define limitations on other planning, or identify areas of major need.

The committee has the right and obligation to require that child evaluations meet these criteria. This right must be exercised. The involvement of evaluators on the placement committee is one solution for assuring that these criteria are met.

Throughout the process of gathering and interpreting information, the committee must be aware of the procedural safeguards which guarantee due process protection. Safeguards which are most relevant to the function of gathering information are (a) due process, (b) nondiscriminatory provisions relative to race, culture, and socio-economic status, and (c) restriction of access to records.

Procedural safeguards may be further assured by following the procedures shown in Figure 4. This is particularly relevant for children who are referred to special education by a regular classroom teacher. The procedures outlined:

- *provide for parent involvement in all decisions relative to child evaluation;*
- *allow for child evaluation and interpretation activities which are unbiased or nondiscriminatory, and*
- *provide a comprehensive child evaluation while helping to insure consideration of due process.*

The child is maintained in his/her current placement if a "no" decision is reached at any point, or if the parents and school do not agree on the need for further evaluation. *Note that traditional psychoeducational testing is the last item of this flow and is not even considered until positive decisions are reached at all preliminary decision points.* The flowchart uses psychoeducational testing as a confirmation of information gained through other sources, rather than as a beginning point, thus overcoming some of the possible stigmas or bias often attached to that type of evaluation.

Figure 5 is a child evaluation checklist which may be used by the committee for recording decisions concerning the kinds of information needed about a particular child, the dates when these evaluations are received, and the persons responsible for carrying them out. The completed form may also serve as a committee record of the kinds of information used in decision-making and can be used by the committee to justify its decisions.

Once the committee members are satisfied that an appropriate quality and quantity of information is available, it may proceed to its next functions, determining eligibility for placement, and developing an IEP.

FIGURE 4. Procedures for Initial Child Evaluation

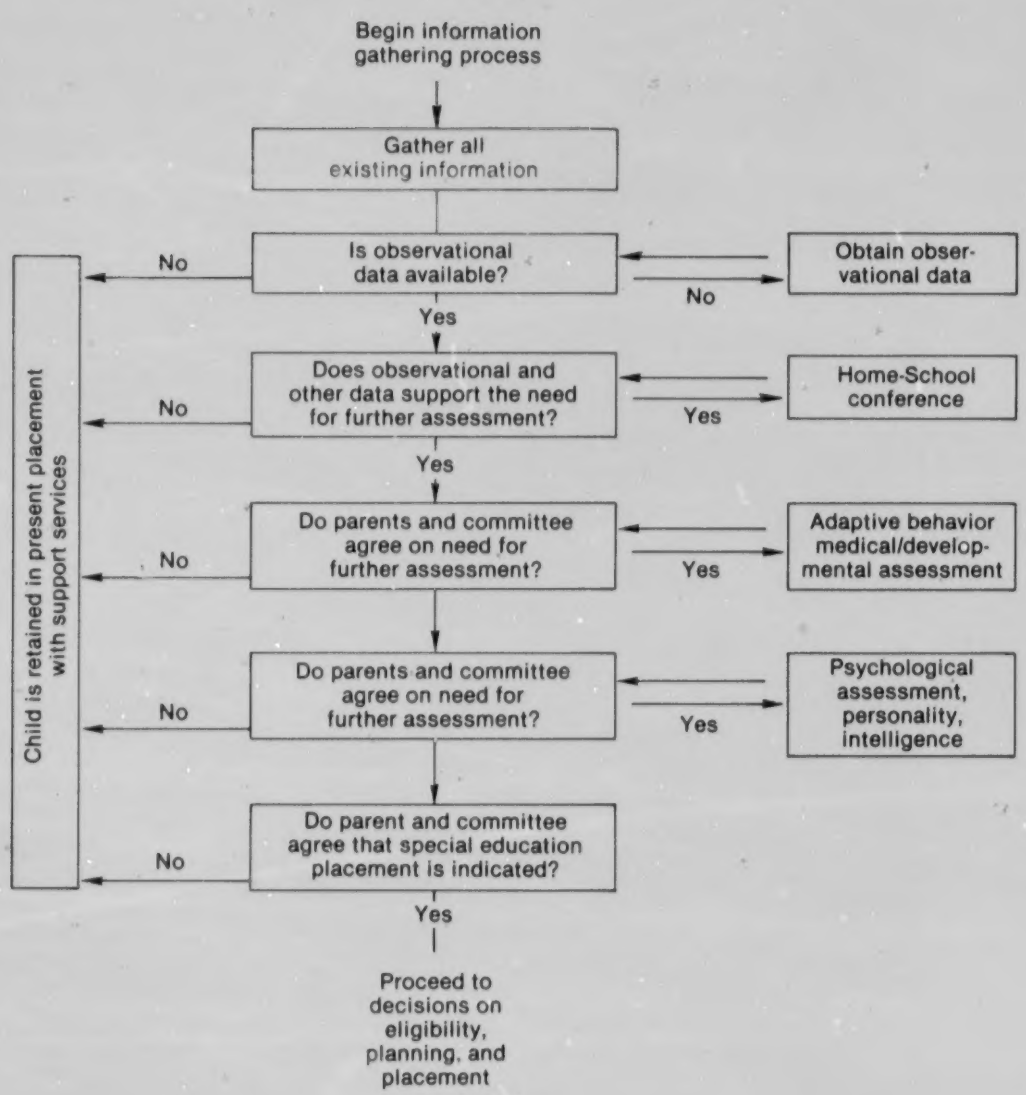
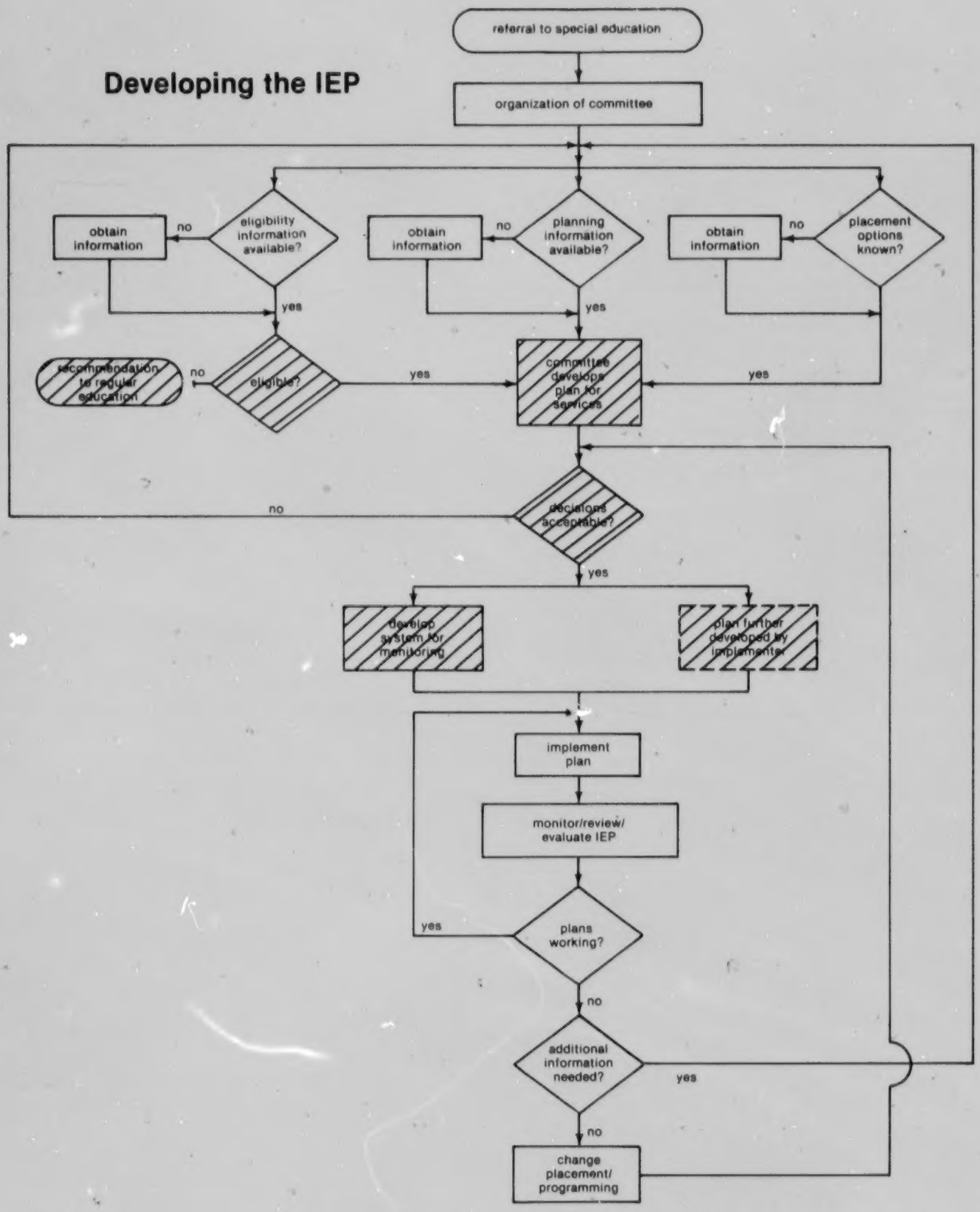


FIGURE 5. Child Evaluation Checklist

Areas of Concern	Needed for Determining Eligibility for Placement	Needed for Planning	Not Needed or N/A	Date Received	Submitted By
1. Initial Referral					
2. Behavioral Observation					
3. Educational History Summary					
4. Parent Permission for Evaluation					
5. Parent Permission for Services					
6. Area Evaluation Summaries					
a. Physical:					
Medical					
Vision					
Hearing					
Speech					
Motor					
b. Education:					
Achievement					
Diagnostic					
c. Language:					
Receptive					
Expressive					
d. Cognitive:					
Intelligence					
Adaptive					
e. Social-Emotional:					
Self-Help					
Personality					
Social Functioning					
f. Environment:					
Classroom					
School					
g. Family:					
Dominant Language					
Social					

Developing the IEP



Developing the Individual Education Program

DEVELOPING THE IEP: ACTIVITIES CHECKLIST

Have the following resources available before beginning activities:

1. Forms (Appendix C)
   a. Total Service Plan
   b. Child Evaluation Checklist
   c. Support Services Assignments
   d. Parent permission for placement
   e. Statement of rights concerning placement
2. Evaluation information
3. Due process procedures (Appendix D)
4. Pages 26 to 36 in Manual

Activities

Check off the following activities as they are completed by the committee or individual members.

_____ parents contacted
  _____ a. invited to meeting
  _____ b. informed of rights
  _____ c. informed of procedures for appeal
_____ Child Evaluation Checklist reviewed for completeness
_____ evaluation information compared to eligibility criteria
_____ eligibility decision made
_____ method for developing plan specified
  _____ a. total committee unites together
  _____ b. subcommittee(s) writes and reports back
  _____ c. individual(s) writes and reports back
_____ total service plan developed (use Total Service Plan)
_____ support services assigned (use Support Services Assignments)
_____ responsibilities assigned to implementers
_____ monitoring system specified
_____ IEP examined for most appropriate/least restrictive placements
_____ options for placement discussed
_____ placement recommendation made
_____ parent permission for placement obtained (if not obtained, refer to due process procedures in Appendix D)
_____ IEP signed by all members
_____ decisions recorded

Determining Eligibiliity

The first decision that must be made by the placement committee is eligibility for placement. This process is directly dependent upon the process of gathering information, and consists basically of matching evaluation information with criteria for eligibility established by state regulations. No determination of eligibility should be made without child evaluation information that is comprehensive enough to determine whether or not the child meets these criteria.

The types of criteria established for eligibility differ from state to state; within each state, criteria vary for different services. Not all service categories require the same kinds of information. At this stage, therefore, the committee will need information necessary for making decisions as to whether or not the child meets criteria in one or more service categories, as defined by its state's regulations.

The sample state's eligibility criteria are stated in Appendix A. Each local education agency should make sure that its own state's criteria are available to its placement committees. The committee should review these criteria in relation to the child under consideration to determine (a) whether or not the information available matches information required for determining eligibility, and (b) whether or not

the child is eligible to receive special education services.

If appropriate information is not available, then the committee must make arrangements to obtain it. If the information is available, then an eligibility decision can be made. If the child is not eligible, then the committee must decide what recommendations for services can be made to personnel in the regular education program. If the child is eligible, then the committee is free to move into its primary planning function, the development of the individual education program (IEP).

While the placement committee is a vehicle for performing particular functions, the individual education program is a tool to be used in specifying a plan that will match the needs of the child with the options for services available in or through the local education agency. In the process of developing the plan, the committee is guided through a consideration of the requirements of due process and of its own role in meeting these requirements. The IEP thus helps to assure consideration of the child as an individual during the planning process, and the provision of individualized services to that child during implementation. The IEP has other benefits as well:

- *It provides a common format for approaching the task of planning;*
- *It outlines a map for implementation;*
- *It provides a means of communication among planners, implementers, and evaluators;*
- *It helps to standardize the quality of services to children;*
- *It provides a basis for evaluation of the total educational program.*

The results of child evaluation should flow logically into the planning functions of the placement committee. In developing the IEP, the committee should judge the child evaluation data in terms of its relevance and adequateness for educational planning and placement, with regard to the least restrictive alternative. Appropriate and comprehensive child evaluation information allows the committee to define a child's needs specifically; the development of the IEP is a direct response to these needs.

Components of the IEP

Public Law 94-142, and regulations outlined by a number of states as well, have specified that the vehicle for translating child evaluation information into practical planning for the child, i.e., the IEP, should at the minimum contain the following components:

- *present level of educational performance;*
- *annual goals and short-term objectives;*
- *specific educational services to be provided;*
- *extent to which child will participate in regular classroom;*
- *projected date for initiation and duration of services;*
- *objective criteria and evaluation procedures; and*
- *schedule and procedures for review (must be at least annually).*

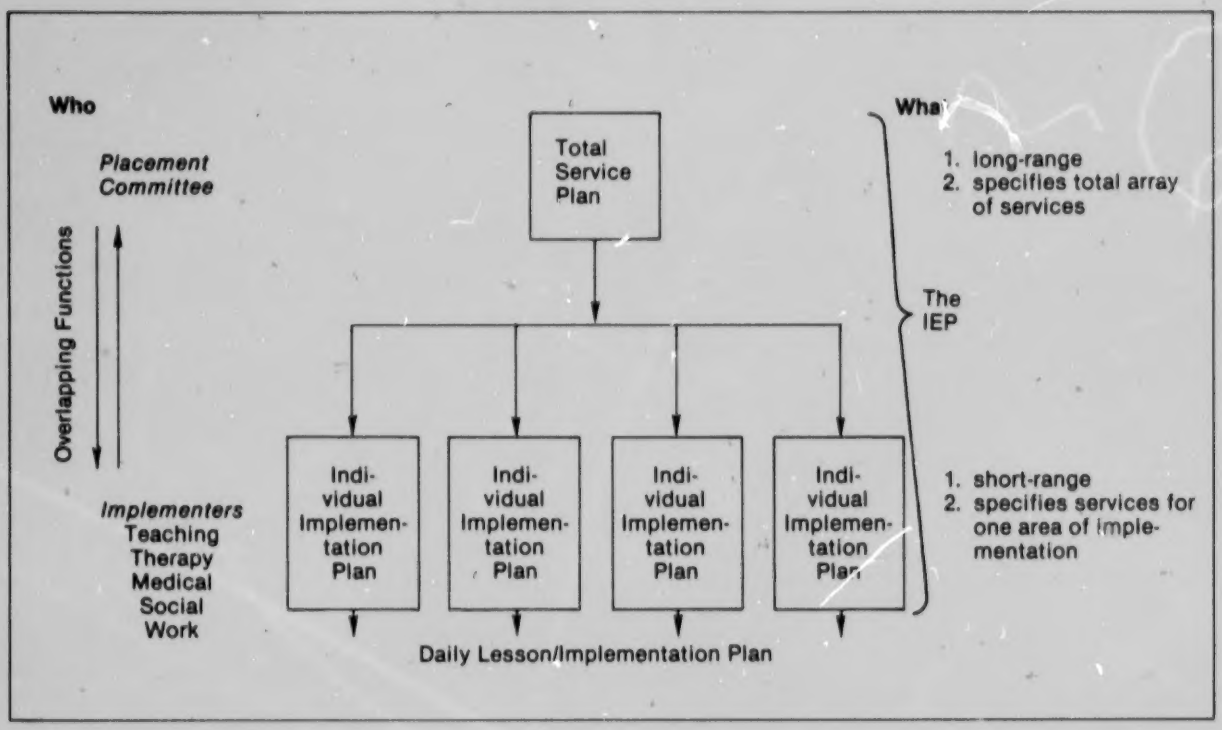
The IEP may be thought of as a series of levels which become more specific as they move closer to the actual implementation of the program with the child. This relationship is shown in Figure 6.

Several important points are apparent from this figure:

- *The IEP has at least two levels.* The more specific level, the individual implementation plan, flows out of the more general level, the total service plan. Both levels comprise the IEP, both are contained within the concept of educational planning.
- Beyond the individual service plan, it is possible for the implementer to be even more specific by specifying daily activities and strategies to guide his/her daily interactions with the child.
- The committee is primarily responsible for the total service plan, while individual implementers will develop the individual implementation plan. There is, however, a great deal of overlap between levels of the plan. First, implementers may serve as committee members and will therefore be involved in the first level. Second, the committee is ultimately *responsible* for the development of both levels of the plan and for appropriate *implementation* of the program specified, and is therefore directly involved in the second level.
- Objectives at the implementer level are derived from objectives/goals at the total service level, and are simply a more specific breakdown of the same points. Similarly, daily objectives in the daily lesson plan would derive from analogous sections of the individual implementation plan.

Because the IEP flows directly into implementation, the written program itself cannot be thought of as a one-time thing. Rather, it must

FIGURE 6: Levels of the IEP



be thought of as a flexible response to the changing needs of the child. In terms of Figure 6, information from the child will flow back up through the implementer level to the committee level, and will have direct bearing for making changes in the IEP.

The Use of Planning Forms

Any planning forms used by a committee for coordinating and recording decisions should have the following characteristics:

- they should contain at least the minimum components specified by law;
- they should coordinate the flow of planning across levels;
- they should be specific enough to guide an implementer in meeting the committee's objectives;
- they should be flexible enough to allow changes in approach as indicated by need.

Figures 7 and 8 show examples of planning forms that might be used in developing an IEP. The Total Service Plan, Figure 7, is designed to guide planning at the committee level. Figure 8, the Individual Intervention Plan, shows a companion form that an implementer could use to develop plans which would reflect, at a more specific level, the guidelines developed by the committee in the total service plan.

It should be noted that these forms are intricately related; one flows from and more specifically defines the other. The two together form the IEP; both are essential to the development of a complete IEP.

In fulfilling the tasks indicated on the Total Service Plan, the committee will go through a series of steps. These include:

- outlining areas of concern or need;
- prioritizing long-term goals;
- writing short-term objectives for prioritized goals;
- stating percentage of time that child will spend in regular classroom environment;
- making a placement recommendation;
- making specific recommendations for implementation, and
- establishing objective evaluation criteria.

The following sections define each of these tasks. Each corresponds to an analogous section of the Total Service Plan. For an example of each of the following tasks, refer to Figure 10, at the end of the present section, which gives a completed example of the Total Service Plan.

FIGURE 7: Individual Education Program: Total Service Plan

Child's Name _____

School _____

Date of Program Entry _____

Prioritized Long-term Goals:

_____

_____

_____

Summary of
Present Levels of Performance:

_____

_____

_____

_____

_____

Short-Term Objectives	Specific Educational and/or Support Services	Person(s) Responsible	Percent of Time	Beginning and Ending Date	Review Date

Percent of Time in Regular Classroom

Committee Members Present _____

_____

_____

_____

_____

Placement Recommendation

Dates of Meeting _____

_____

Committee Recommendations for
Specific Procedures/Techniques, Materials, Etc. (include information about learning style)

Objective Evaluation Criteria for each Annual Goal Statement

FIGURE 8: Individual Education Program: Individual Implementation Plan

(Complete one of these for each goal statement specified on Total Service Plan)

Child's Name _____ Goal Statement: _____

School _____ _____

Date of Program Entry _____ Short Term Instructional Objectives: _____

Projected Ending Date _____ _____

Person(s) Completing Form _____ _____

Behavioral Objectives	Task Analysis of Objectives	Strategies and/or Techniques	Materials and/or Resources	Date Started	Date Ended	Comments

Task 1: Outlining Areas of Concern or Need

The first task of the committee in the planning function is to review the information gathered during the child evaluation process. These should now be viewed from the perspective of their usefulness to the committee as a basis for developing an IEP. Using this information, the committee should list the child's present levels of performance in each learning area, including both strengths and weaknesses and areas possibly in need of intervention from support services. Once the committee members are satisfied with these statements, they should be transferred to the "Summary of Present Levels of Performance" section of the total service plan.

Task 2: Prioritizing Long-Term Goals

One of the first decisions that the committee has to make in developing and implementing the IEP is where to start. This process is called *prioritizing*, which means deciding which needs should be addressed first. The following is a list of critical areas to consider in making this important decision:

- *What are the priority parental concerns?*
- *What are the priority teacher concerns?*
- *What are the appropriate developmental sequences of tasks or behaviors that the child would be expected to move through?*
- *What behaviors appear to be the most modifiable, as determined from baseline assessment data including the child's strengths, weaknesses, and learning style?*
- *Are there any other crucial considerations one needs to make in selecting areas of educational need, such as any problem areas that are truly dangerous for the child, injurious to his/her health, or others.*

For each of the areas of need indicated by the summaries already entered on the form, the committee will write a long-term goal statement. These will then be prioritized in terms of their importance, and the resulting statements will be entered on the form. Each goal statement will reflect what the committee expects to be able to

accomplish with the child on a long-term basis. Since federal law requires at least an annual review of progress, it is recommended that these long-term goals be stated in annual terms. Goals should be stated in measurable terms; this will facilitate monitoring and evaluation of the IEP's appropriateness. (Appendix E, Developing the Individual Implementation Plan, may be used by the committee as a guide for writing well-stated, measurable objectives.)

The committee's objective in Task 2 is, therefore, to discuss needs and decide which needs are most important to meet at this particular time. These should be stated as long-term goals and listed on the planning form. These statements will be used as a basis for specifying services that the child will receive. The number of goal statements needed is dependent upon the child's needs and may range from one to several. *Care should be taken not to have so many goal statements that accomplishment is impossible.* In the case of a child with many needs, the committee should concentrate initially on high priority goals, and later move to other areas.

Task 3: Writing Short-Term Objectives for Prioritized Goals

For each of the long-term goals outlined in Task 2, the committee will develop several short-term objectives, i.e., statements describing, in specific, objective and measurable terms, the intermediate steps which together will help the child to accomplish the goal. Short-term, in this case, refers to several periods of time within the long-term goal; the actual length of time chosen is up to the committee. For example, committee members may choose to set short-term objectives to correspond in time to each reporting period. Or they may choose to set weekly objectives or bi-annual objectives.

Within the annual review requirements, time periods covered by both goals and objectives are extremely flexible. The committee should make use of this flexibility in developing statements which fit (a) the child's needs, and (b) the school system's needs.

The committee should develop a similar set of short-term objectives for each goal statement listed.

Task 4: Specifying Services Needed

For each of the objectives listed in the total service plan, the committee will specify the type of service needed to meet that objective. This statement will be in general terms, and will define the service area in which implementation will occur. This column on the form would include service areas such as regular or special classroom instruction, transportation, social services, or therapy.

In many cases the type of service needed will be the same for all short-term objectives within a goal statement. In other cases, type of service may vary for different objectives. The committee should be flexible in its use of the form. The assignment of services is *not* a placement decision. It is a listing of types of services that will best meet the child's needs.

Task 5: Specifying Persons Responsible

Within each service area, the committee should assign a specific person who will be responsible for seeing that the objectives in his/her service area are met. This person will in most cases be the implementer who will later develop the Individual Implementer Plan for that service area.

If there is no person in the school system who has been assigned the responsibility for the types of services needed, then a person from some other service area should be assigned. For example, if the child needs speech therapy, but there is no speech therapist in the school system, then another implementer, e.g., the teacher, should be assigned responsibility for planning and concentrating on extra language development activities.

Task 6: Specifying Percentage of Time

For each service area listed in Task 4, the committee will estimate a percentage of time that will reflect how much time the child will spend in receiving that service. This percentage may be on a daily, weekly, monthly, semester, or yearly basis. The committee should decide which of these best fits the child's and their own needs. The total percentage of time for all services, including special and regular education services, will equal at least 100 percent. (In cases where a child receives special education services within a regular education setting, the total percentage may be more than 100 percent).

Task 7: Setting Timelines

Beginning and ending date For each objective listed, the committee should establish a time when services will start and when services are estimated to end. If objectives within one goal statement are progressive, then the estimated ending date will correspond to the beginning date of the next objective. If objectives are not progressive, the dates will overlap.

Review date In this column, the committee will set dates on which it will review the child's progress towards the annual goals and the short term objectives. These dates will usually correspond to the ending dates for objectives. They may also correspond to the dates that the committee has set for reporting, e.g., twice a year.

Task 8: Stating Percentage of Time in Regular Classroom

A statement of the percentage of time that a child will spend in a regular classroom is required by P.L. 94-142. Percentages could range from zero percent up to 100 percent. An examination of the column containing percentages of time for each service area should allow committee members to estimate this fairly easily.

Task 9: Making a Placement Recommendation

The final task of the committee in completing the total service portion of the IEP will be to decide upon a placement recommendation. This placement should reflect the place in the school system where the services needed by the child, as already indicated on the form, will best be delivered. It should also reflect state criteria for eligibility and the capabilities of the school system.

The next section outlines in more detail procedures and considerations for determining eligibility for placement. These should be considered by the committee before filling out the placement recommendation portion of the form.

Task 10: Making Specific Recommendations for Implementation

On the service side of the total service plan, the committee may make specific suggestions to implementers. Such suggestions might include types of activities to use in reaching goals, resource materials, and resource persons. The purpose of this section is to give the implementer some access to the competencies available among committee members.

Task 11: Establishing Objective Evaluation Criteria

For each goal statement, the committee should state how accomplishment of that goal will be evaluated. If goals and objectives have been stated in measurable terms, then the criteria have already been set. This should be stated in this section of the form.

The evaluation procedures are to determine, as a minimum, (a) if satisfactory progress toward the annual goals is being achieved, (b) if the annual goals or short-term instructional objectives need revision, (c) if services need to be altered, and (d) if the student can benefit from a less restrictive environment. The child's IEP and services will be modified within a reasonable period of time accordingly, as determined by the review process.

After completing the form, the committee may wish to assign support service responsibilities to aid implementers in further developing and implementing the IEP. Figure 9 presents a form which may be used for this purpose.

FIGURE 9: Support Services Assignments

Child's Name: _____

Date of Placement: _____ Class(es): _____ Problem: _____

Need / Support Options	Inservice Training	Resource Manual	Community Resource	Teaching Materials	Additional Funds	Medical Evaluation	Speech/ Hearing Evaluation	Psy/ Social Evaluation	Superintendent Policy Statement	Parent Request/ Input	Placement Committee Review	Hands on Experience	Other
Placement Committee Members													
Other LEA Personnel													
District Personnel													
SEA Personnel													
Regional Resource Center													
Media/ Materials Center													
Other Local Agencies													
National Agencies													
University Department													
Other													

Placement

Public Law 94-142 requires ". . . procedures to insure that to the maximum extent appropriate, handicapped children . . . are educated with children who are not handicapped, and that special classes, separate schooling or other removal of handicapped children from the regular education environment occurs only when the nature or severity of handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily" (P.L. 94-142, Section 613 a-13-(B). This requirement is frequently referred to as placement in the "least restrictive environment."

While state guidelines may or may not *specifically* refer to this requirement, the regulations of most states do require adherence to procedural safeguards. By federal mandate, these safeguards include compliance with the "least restrictive environment." Regulations from the sample state also specify that "anytime during the course of the academic year, a child's placement may be reconsidered if relocation in a less (or more) restrictive environment seems appropriate." Guidelines, whether specific or nonspecific, therefore usually require adherence to the intent of the federal mandate.

Table 6 presents placement requirements as specified in P.L. 94-142, comparable sample state regulations, and implications for the functioning of the placement committee. Each local education agency should provide the comparable regulations from its own state for its placement committees.

TABLE 6: Placement Regulations: Federal and Sample State

PL. 94-142	Sample State	Implications
"The state has established (B) procedures to insure that, to the maxi- extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily—" (Section 612, (s) (B))	"Follow due process procedures to insure that exceptional children and their parents are guaranteed procedural safeguards in decisions regarding identification, evaluation and educational placement." "Inclusion in the public education system is of such fundamental importance to exceptional children as to require that certain basic safeguards be invoked when a child is excluded from the public educational system." "Written summary of the administrative admissions and release committee/ school-based admissions and release committee (AARC/ SBARC) placement recommendation based on pupil evaluation results, IEP, and the least restrictive alternative—"	Students should be placed in the least restrictive environment.

States and local education agencies within states vary considerably in terms of available placement options. Table 7 gives examples of potential placement options for consideration in offering a child special education services. This comprehensive listing, ranging from regular class placement to complete custodial care, may give the placement committee some idea of options that they may be able to advocate to their own local and state education agencies to fit the needs of the child.

TABLE 7: Placement Options

1. Regular education with modifications = regular education with supplemental services.
2. Regular education program with no more than 25 percent time out of program.
3. Regular education program with no more than 60 percent out of program.
4. Substantially separate program (possibly part of day/week in regular education setting).
5. Itinerant teacher plan, available to child in either regular or special class.
6. Day school program.
7. Residential school program.
8. Home and/or hospital program (may include mobile van)
   a. I: 14-60 days
   b. II: 61 days and more.
9. Parent-child instruction.
10. Diagnostic program (no more than eight weeks).
11. Programs of more than one prototype.
12. Programs for children aged 16-21 in need of special education.

The committee's task in determining a recommendation for placement basically consists of:

- examining the service areas listed on the IEP as those necessary for meeting the child's needs;
- examining the capabilities of the system;
- matching needed services with the placement in which these services can best be provided.

The emphasis in determining placement recommendations should, as much as possible, be on services needed rather than on categorical labels. The committee should remain open to the possibility of creating alternatives for placement if those available do not fit the needs of children.

The committee is now ready to complete the final section of the total service plan, i.e., the recommendation for placement. The plan may now be submitted for written parent approval. Hopefully, the parent has been involved in developing the plan and agrees with what has been done. Whether or not the parent has been involved, written parental consent must be obtained at this point. In addition, other due process procedures must be followed (see Appendix D). Once this has been done, the IEP is ready to move to the implementation stage.

Figure 10 provides an example of a completed Total Service Plan for one goal statement for a sample child.

FIGURE 10: Individual Education Program: Completed Total Service Plan .

Child's Name Johnny Doe

School New Eden

Date of Program Entry Sept. 1, 1976

Prioritized Long-term Goals:

1. Child will be toilet trained
2. Child will use spontaneous speech
3. Child will play cooperatively with 1 or 2 other children

Summary of Present Levels of Performance

(a) Child is not toilet trained: toileting occurs only when he is put on toilet at night time. (b) Child's speech is limited to repetitious verbal behavior. (c) Child engages in solitary play only.

Short Term Objectives	Specific Educational and/or Support Services	Person(s) Responsible	Percent of Time	Beginning and Ending Date	Review Date
1. Child will be toilet trained a. Child will use toilet when clothes are removed and he is placed on it. b. Child will remove clothes and get on toilet when taken to toilet. c. Child will use toilet independently 100% of time. 2. etc.	Behavior management program Parent involvement	Pre-school teacher, with help of school psychologist	100% (on demand)	9-1-76/ 10-1-76 10-1-76/ 11-1-76 11-1-76/ 12-1-76	12-1-76

Percent of Time in Regular Classroom
0%

Placement Recommendation

Special Pre-School classroom

Committee Members Present
Mrs. Jones—principal
Mr. Doe—parent
Ms. Green—teacher
Ms. Brown—psychologist

Dates of Meeting 8-28-76

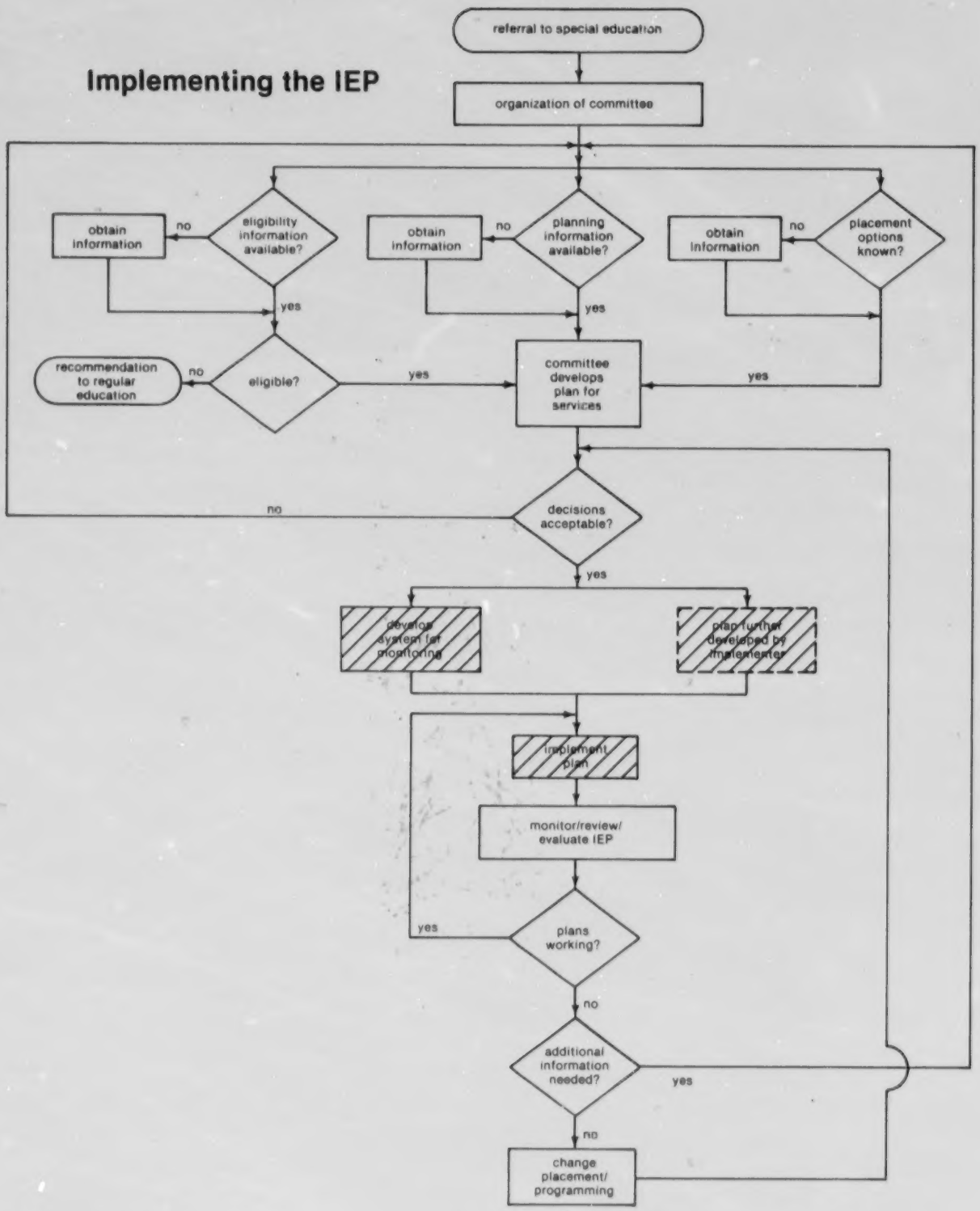
Committee Recommendations for Specific Procedures/Techniques, Materials, Etc. (include information about learning style.)

Use general shaping procedures
Use manipulative toys (e.g., puzzles) as reinforcer

Objective Evaluation Criteria for each Annual Goal Statement

Use criteria specified in short-term objectives.

Implementing the IEP



IMPLEMENTING THE IEP: ACTIVITIES CHECKLIST

Have the following resources available before beginning activities:

1. Forms (Appendix C)
   a. Total service plan
   b. Individual implementation plan
2. Pages 38 to 39 of Manual

Activities

Check off the following activities as they are completed by the committee or individual members:

_____ responsibilities for administrative support assigned
_____ total service plan given to implementers
_____ individual implementation plans developed (use Individual Implementation Plan)
_____ decisions recorded

After the Total Service Plan is complete, the IEP enters its second level of development. Each of the service areas listed by the committee on the Total Service Plan will now be responsible for developing an implementation plan. The primary implementation plan will be the responsibility of the receiving teacher or other implementer. This individual will take the committee's plan and break it into even finer steps.

While the committee does not develop the implementation plan, it is accountable for further development and implementation of the IEP. Its responsibility at this point is primarily in two areas:

- *supervision and support of further development of the IEP at the implementer level,*
- *assurance that implementation of the plan actually occurs.*

The committee has already suggested possible resources for implementation of the Total Service Plan; these have been listed on the Total Service Plan. If necessary, it must also provide further support to the implementer in the development and implementation of the plan.

The role of the implementer is to take the committee's plan and to indicate how services will be provided. Goals, objectives, and services delineated by the committee flow directly into the portion of the plan developed by the implementer. Figure 11 gives an example of a completed individual implementation plan for one of the goal statements found on the completed service plan.

Appendix E contains instructions for completing the form.

FIGURE 11: Individual Education Program: Individual Implementation Plan

(Complete one of these for each goal statement specified on Total Service Plan)

Child's Name Johnny Doe

School New Eden

Date of Program Entry September 1, 1976

Projected Ending Date May 30, 1977

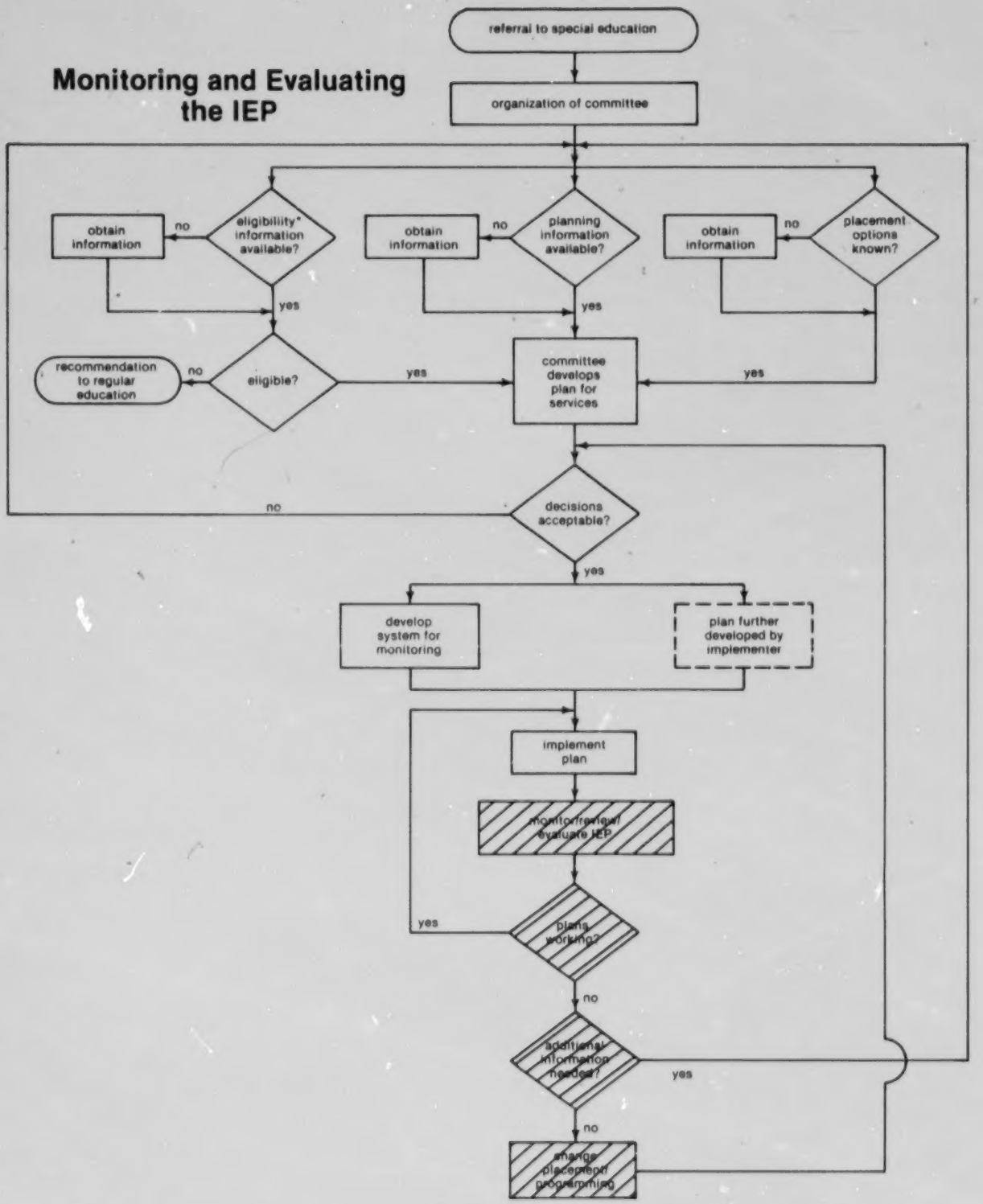
Person(s) Completing Form (teacher's name, psychologist's name)

Goal Statement: Child will be toilet trained.

Short Term Instructional Objectives: (a) child will use toilet when clothes are removed and he is placed on it; (b) child will remove clothes and get on toilet when he is taken; (c) child will use toilet independently 100% of time

Task Analysis Objectives	Criteria for Mastery	Strategies and/or Techniques	Materials and/or Resources	Start Date	End Date	Comments
(a) will use toilet when placed on it	Indicated by statement	(1) use charting to determine toileting patterns	(1) toilet			
a.1 teacher checks child every 30 minutes and records wet/dry			(2) stars	9-1-76		
a.2 teacher seats child on toilet as indicated by charting		(2) use general shaping procedure from physical help to verbal cues, to independence		9-10-76		
(b) will remove clothes and get on toilet						
b.1 helps teacher remove his clothes				10-1-76		
b.2 removes clothes with verbal cues				10-5-76		
b.3 removes clothes independently				10-10-76		
b.4 climbs on toilet with help				10-15-76		
b.5 climbs on toilet with verbal cues				10-20-76		
b.6 climbs on toilet independently				10-25-76		

Monitoring and Evaluating the IEP



MONITORING AND EVALUATING THE IEP: ACTIVITIES CHECKLIST

Have the following resources available before beginning activities:

1. Forms
   a. Monitoring Responsibilities Checklist
2. Completed IEP
3. Due process procedures (Appendix D)
4. Pages 41 to 42 of Manual.

Activities

Check off the following activities as they are completed by the committee or by individual members:

_____ reporting system developed
_____ timelines for reporting set
_____ responsibility for collecting data assigned (use Monitoring Responsibilities Checklist)
_____ responsibility for reviewing data assigned
_____ periodic review meetings set
_____ data collected compared with goal statements on IEP
_____ Total Service Plan reviewed
_____ individual intervention plans reviewed
_____ placement reviewed
_____ recommendations for change/continue specified
_____ parents informed of recommendations
_____ parent permission obtained for: (if not obtained, see due process procedures in Appendix D)
   a. additional child evaluations
   b. major changes in placement/planning
_____ new IEP developed
_____ IEP signed by committee members
_____ due process procedures checked (Appendix D)
_____ decisions recorded

Monitoring serves two major purposes: (a) it allows implementers to make spontaneous changes in IEP's based upon systematic feedback from the child and (b) it provides the committee with data that can be used in judging the appropriateness of the plan and the quality of implementation.

Monitoring is built into the IEP. Long-term goal statements for the total service plan have been made. From these, short-term objectives have been set. In addition, estimated time periods have been set for accomplishment. Implementers have further delineated procedures for accomplishment. All that is lacking is a systematic means for collecting data from implementers and for comparing the data to goal statements at regular intervals. On the basis of these comparisons, recommendations may be made for the adjustment of programs and/or placement and progress reports made to the parent and child.

Using the objectives outlined on each individual implementation plan, implementers can keep up-to-date information on student progress. This information should be compared regularly with the objectives established. Information derived from this process will feed back into the Total Service Plan. Because the objectives set at the implementation level have been derived from goals and objectives set at the total service level, child progress information at the implementation level will indicate whether or not service goals and objectives are being met. The review dates set by the committee on the Total Service Plan should correspond to dates on which an accumulation of this information is examined.

The monitoring function thus helps to assure that:

- *goals and objectives are being met;*
- *implementers will be held accountable for meeting their responsibilities;*
- *program changes will be based on an accumulation of specific data.*

The committee's role in monitoring is to (a) assure that child progress data are kept, and (b) review this data at regular intervals (i.e., on the established review dates) to determine whether or not changes in the IEP are indicated. The committee may wish to assign specific responsibilities to facilitate this progress. Figure 12 offers a checklist for accomplishing this.

FIGURE 12: Monitoring Responsibilities Checklist

Committee Members / Tasks	Administration	Classroom Teacher	Special Educator	Parent	School Psychol.	Speech Pathologist	Physical Therapist	Occupational Therapist	Physician (report)	Audiologist	Opthalmologist	Others
1. Periodic checks by assigned members of particular child's placement, to track child's progress while in program.												
2. Periodic review of child's objectives and exit criteria and adjust as necessary according to data received while child is in program.												
3. Feedback to other members												
4. Summary of information												

Evaluating the Program

Program evaluation, i.e., evaluation of the appropriateness of the individual education program (IEP) planned by the committee, is based directly on the monitoring process discussed in the previous chapter. An accumulation of this data serves as a major source of information in making decisions about potential program changes. The committee may also arrange for and consider other information, including any of the child evaluation methods used in initial child evaluation procedures.

At regular intervals, and at least annually, the committee will meet as a whole and, using all information, consider the following major issues:

- *Child progress using the current IEP*

1. Is the child progressing as specified in the goal statements in the IEP?
2. Is the child approaching a point where he/she will/can exit to another program?
3. If the plan does not seem to be appropriate, what adjustments appear to be necessary?
   a. goal statements
   b. timelines
   c. strategies
   d. materials
   e. methods
   f. resources
   g. implementers
   h. monitoring systems

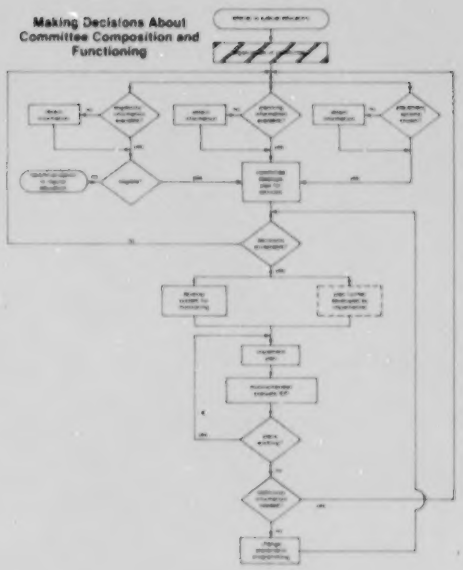
- *Committee efficiency in developing and implementing the IEP*

1. How completely the committee met requirements for contents of the plan;
2. How well the assigned responsibilities were accomplished;
3. Success of children for whom programs have been planned;
4. Evidence of communication between committee and implementers;
5. Records of all decisions;
6. Appropriateness of placement decisions (how many had to be changed);
7. Time spent in plannings;
8. Time from referral to placement,
9. Other (to fit committee's goals).

Decisions reached will be recorded and/or will become a part of the committee's future functioning. If major program changes are made, and/or if this evaluation process takes place on an annual basis, the committee again will need to obtain parental consent.

Checklists for Committee Activities

COMMITTEE ORGANIZATION: ACTIVITIES CHECKLIST



Have the following resources available before beginning activities:

1. Forms (Appendix C)
   a. Referral forms
2. Cumulative folder of child
3. Guidelines for state requirements for committee membership.
4. Pages 14 to 18 of the Manual.

Activities

Check off the following activities as they are completed by the committee or by individual members.

_____ referral reviewed

_____ child file reviewed

_____ parents informed of referral

_____ core committee meeting called

_____ decision-making style specified

_____ available information examined by core committee

_____ specific questions generated and listed

_____ needs for committee membership listed

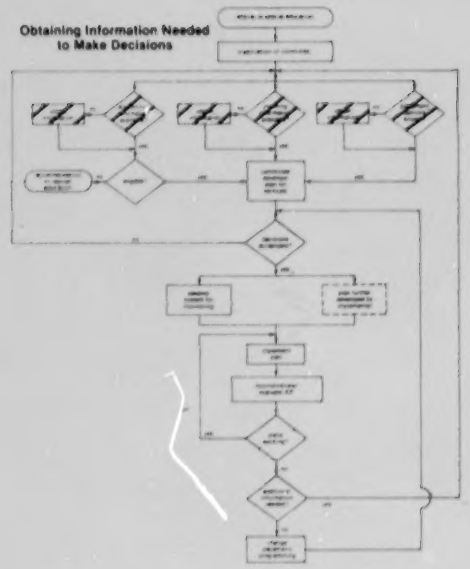
_____ total committee members listed

_____ total committee members contacted

_____ roles assigned to members (records, etc.)

_____ decisions recorded

OBTAINING INFORMATION: ACTIVITIES CHECKLIST



Have the following resources available before beginning activities:

1. Forms (Appendix C)
   a. Referral forms
   b. Identification information
   c. Screening information
   d. Parent permission for evaluation
   e. Child evaluation summary forms
   f. Child evaluation checklist
   g. Criteria for judging child evaluations
2. All available child evaluation information
3. Due process procedures (Appendix D)
4. Pages 20 to 24 in Manual

Activities

Check off the following activities as they are completed by the committee or individual members.

_____ child evaluation needs reviewed

_____ parent permission for evaluations obtained (if not obtained, refer to due process procedures in Appendix D)

_____ responsibilities for evaluations assigned

_____ source of payment for evaluations specified

_____ format and specifications for evaluation reports indicated to evaluators

_____ evaluation summaries received (use Child Evaluation Checklist)

_____ evaluations reviewed for quality (use Criteria for Judging Child Evaluations)

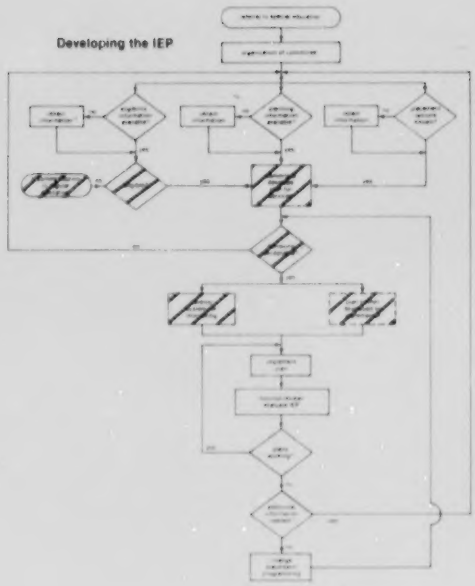
_____ summary evaluation reports given

_____ summary of needs stated

_____ due process procedures checked

_____ decisions recorded

DEVELOPING THE IEP: ACTIVITIES CHECKLIST



Have the following resources available before beginning activities:

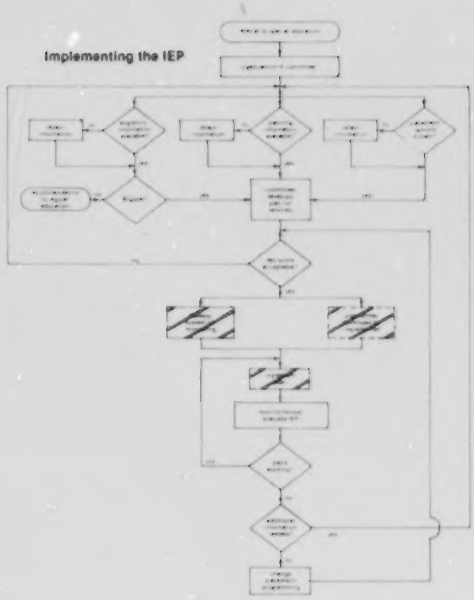
1. Forms (Appendix C)
   a. Total service plan
   b. child evaluation checklist
   c. support services assignments
   d. parent permission for placement
   e. statement of rights concerning placement
2. Evaluation information
3. Due process procedures (Appendix D)
4. Pages 26 to 36 in Manual

Activities

Check off the following activities as they are completed by the committee or individual members:

_____ parents contacted
  _____ a. invited to meeting
  _____ b. informed of rights
  _____ c. informed of procedures for appeal
_____ Child Evaluation Checklist reviewed for completeness
_____ evaluation information compared to eligibility criteria
_____ eligibility decision made
_____ method for developing plan specified
  _____ a. total committee unites together
  _____ b. subcommittee(s) writes and reports back
  _____ c. individual(s) writes and reports back
_____ total service plan developed (use Total Service Plan)
_____ support services assigned (use Support Services Assignments)
_____ responsibilities assigned to implementers
_____ monitoring system specified
_____ IEP examined for most appropriate/least restrictive placements
_____ options for placement discussed
_____ placement recommendation made
_____ parent permission for placement obtained (if not obtained, refer to due process procedures in Appendix D)
_____ IEP signed by all members
_____ due processs procedures checked
_____ decisions recorded

IMPLEMENTING THE IEP: ACTIVITIES CHECKLIST



Have the following resources available before beginning activities:

1. Forms (Appendix C)
   a. Total service plan (completed)
   b. Individual implementation plan
2. Pages 38 to 39 of Manual

Activities

Check off the following activities as they are completed by the committee or individual members.

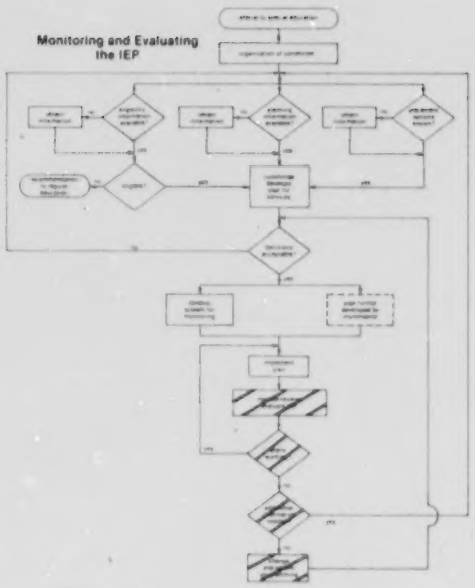
_____ responsibilities for administrative support assigned

_____ Total Service Plan given to implementers

_____ individual intervention plans developed (use Individual Intervention Plan)

_____ decisions recorded

MONITORING AND EVALUATING THE IEP ACTIVITIES CHECKLIST



Have the following resources available before beginning activities:

1. Forms
   a. Monitoring Responsibilities Checklist
2. Completed IEP
3. Due process procedures (Appendix D)
4. Pages 41 to 42 of Manual

Activities

Check off the following activities as they are completed by the committee or by individual members.

_____ reporting system developed
_____ timelines for reporting set
_____ responsibility for collecting data assigned (use Monitoring Responsibilities Checklist)
_____ responsibility for reviewing data assigned
_____ periodic review meetings set
_____ data collected compared with goal statements on IEP
_____ Total Service Plan reviewed
_____ individual intervention plans reviewed
_____ placement reviewed
_____ recommendations for change/continue specified
_____ parents informed of recommendations
_____ parent permission obtained for: (if not obtained, see due process procedures in Appendix D)
   a. additional child evaluations
   b. major changes in placement/planning
_____ new IEP developed
_____ IEP signed by committee members
_____ due process procedures checked (Appendix D)
_____ decisions recorded

Appendix A:
Eligibility Criteria: (Sample State)

The following criteria are taken from the Administrative Regulations of the sample state:

Crippled and Other Health Impaired. A pupil shall be eligible for enrollment in a program for crippled and other health impaired if a licensed physician determines that he/she is physically unable to attend regular class. A medical statement by a licensed physician shall be on file in the central office.

Mentally Handicapped Pupils. Pupils who meet the definition pursuant to (the regulations) and who obtain intelligence quotient scores between 50 and 75 on individual intelligence tests shall be eligible for enrollment in programs for the educable mentally handicapped. Pupils whose intelligence score is borderline may be placed in a program for the educable mentally handicapped on a trial basis upon the recommendation of the appropriate admissions and release committee. "Trial basis" shall be a period of time no longer than four months, at which time the placement decision shall be reviewed by the appropriate admissions and release committee in consultation with the teacher in whose classroom the pupil was enrolled. The evaluation of pupils referred for identification and placement purposes shall consist of:

(a) The referring persons's assessment of the pupil's specific strengths and weaknesses in the academic and behavioral areas.
(b) A behavioral observation of the referred pupil in familiar surroundings (i.e., classroom, playground, etc.)
(c) Formal and informal educational evaluation data composed of individual and/or group standardized academic achievement tests and assessment of basic skill areas such as reading, math and language.
(d) A developmental history
(e) An individual psychological assessment utilizing a recognized standardized measure of individual intelligence.
(f) In cases where vision, hearing, or serious emotional disturbance is suspected to be the primary handicapping condition, a referral for appropriate assessments by qualified professional(s) shall be made.
(g) Evaluations of referred pupils shall be completed by persons who are qualified to perform such evaluations.

Trainable Mentally Handicapped Pupils. Pupils who meet the definition pursuant to (the regulations) and who obtain intelligence quotient scores below 50 on individual intelligence tests shall be eligible for enrollment in programs for the trainable Mentally Handicapped.

The evaluation of pupils referred for identification and placement purposes shall consist of:

(a) The referring person's assessment of the pupil's specific strengths and weaknesses in the academic and behavioral areas.
(b) A behavioral observation of the referred pupil in familiar surroundings (i.e., classroom, playground, etc.)
(c) A measure of social competence
(d) An assessment of basic skills areas such as reading, math and language
(e) A developmental history
(f) An individual psychological assessment utilizing a recognized standardized measure of individual intelligence
(g) In cases where vision, hearing, orthopedic handicaps or serious emotional disturbance is suspected to be the primary handicapping condition, a referral for appropriate assessments by qualified professional(s) shall be made
(h) Evaluations of referred pupils shall be completed by persons who are qualified to perform such evaluations

Children with Learning Disabilities (Neurologically Impaired). Pupils who meet the definition pursuant to (the regulations) shall be eligible for enrollment for children with learning disabilities.

The assessment of the referred pupil for identification and placement purposes shall consist of:

(a) The referring person's assessment of the pupil's specific strengths and weaknesses in the academic and behavioral area
(b) A behavioral observation of the referred pupil in familiar surroundings (i.e., classroom, playground, etc.)

(c) Individual and/or group standardized achievement test(s) of basic skills
(d) A group measure of current intellectual functioning. In those few cases where the pupil performs below minus one standard deviation on the group measure, an individual measure of intelligence shall be administered by qualified personnel
(e) In cases where vision, hearing, or serious emotional disturbance is suspected to be the primary handicapping condition, a referral for appropriate assessments by qualified professional(s) shall be made.

Emotionally Disturbed (Behavior Disorders). Pupils shall be eligible for enrollment in a program for the emotionally disturbed (behavior disorders) whose emotional and behavioral disorders indicate they can benefit from a modified learning environment and an instructional program compatible with their individual learning needs. Such pupils may demonstrate varying degrees of the following:

(a) Inability to learn which cannot be explained by intellectual, sensory or health factors.
(b) A variety of extreme behavior patterns ranging from hyperactive, impulsive responses to depression and withdrawal.
(c) A general, pervasive mood of unhappiness or depression.
(d) A persistent inability to establish and maintain meaningful interpersonal relationships
(e) A tendency to develop physical symptoms such as speech problems, pains and fears, associated with personal and/or school problems.

The assessment of the referred pupil for identification and placement purposes shall consist of:

(a) The referring person's assessment of the referred pupil's specific strengths and weaknesses in the behavioral and academic areas.
(b) A behavior observation of the referred pupil in familiar surroundings (i.e., classroom, playground, etc.)
(c) Individual and/or group standardized achievement test(s) which measures performance in reading, arithmetic, and other basic skill areas.
(d) A developmental and social history.
(e) Individual psychological, psychiatric, and/or medical evaluation(s) when recommended by appropriate school authorities.

Speech Handicapped (Communication Disorders). Any pupil having a speech handicap/communication disorder shall be eligible for placement. Admission shall be based upon evaluation and/or recommendation by personnel certified by the Department of Education.

Children with Visual Handicaps. A pupil shall be eligible for enrollment in a program for the visually handicapped if an eye specialist certifies that he/she has a visual acuity of 20/70 or less in the better eye after correction.

An eye examination report, completed and signed by an eye specialist shall be obtained. The admissions and release committee shall obtain and review any additional reports, information and assessment that it deems necessary for the placement of each individual child in an appropriate educational program.

Multiple Handicapped Children. Pupils who meet the definition pursuant to (the regulations) shall be eligible for enrollment in programs for the multiple handicapped.

The evaluation of pupils referred for placement in programs for the multiple handicapped shall include a comprehensive, individual child evaluation. This evaluation shall include a developmental and social history, a medical evaluation, an individual psychological assessment of current intellectual functioning, and any additional reports, information and assessments deemed necessary by the admissions and release committee for the appropriate placement of each child.

Deaf-Blind Children. "Deaf-blind" children includes any child whose combination of handicaps of deafness and blindness prevents him/her from profiting satisfactorily from educational programs provided for the blind child or the deaf child.

Before educational placement for deaf-blind children can be considered, appropriate evaluations of the child shall be made by qualified personnel and a copy of the evaluation report forwarded to the Bureau of Education for Exceptional Children.

The eligibility of the child for placement in a special educational facility for deaf-blind children is based upon the following criteria:

(a) The child has both a vision and hearing loss so severe that he/she cannot make educational progress in existing state residential programs for the deaf or for the blind.
(b) All efforts have been exhausted for provision of educational programs for the child in a public school program for the

deaf or for the blind.

(c) All efforts have been exhausted for placement of the child in existing state supported programs offering special adaptations of standard educational programs and practices.

(d) The parents have followed through on the recommendations made by medical, psychological and/or educational evaluations.

Hearing Impaired Children. A pupil shall be eligible for enrollment in a program for the hearing impaired whose primary handicap is a hearing loss ranging from mild to profound to such a degree that he/she does not use normal communication skills effectively.

Appendix B:

Resources for Assistance: (Sample State)

The Education Agency of the Sample State, Bureau of Education for Exceptional Children, has established a system of technical assistance for local education agencies. The intent of this system is to provide additional resources that will improve the quality of full service delivery throughout the state. Technical assistance requests may come from local education agencies directly to the Bureau of Education for Exceptional Children. These requests will in turn generate information concerning the location of resources to alleviate a particular problem. The resources to complete technical assistance actions include phone call consultation, library resources, in-district consultant help, and university and other professional consultant meetings and work sessions, as well as more formalized conferences and workshops provided for several local education agencies.

Specifically, the staff of the Bureau of Education for Exceptional Children will assist local education agencies in the implementation of comprehensive evaluation planning placement procedures according to state rules and regulations.

1. The Bureau of Education for Exceptional Children staff will provide consultative services to the local education agencies in the implementation of the evaluation procedures.
2. State Department of Education staff members will conduct workshops aimed at training consulting members (evaluators) of local education agencies' admissions and release committee.
3. The Bureau of Education for Exceptional Children will seek to cooperatively plan a series of workshops for teachers and supervisors. The workshops will focus on writing and implementing educational plans which are based on functional evaluations. Cooperative agreements will be sought with members of the National Association of State Directors of Special Education, Area Learning Resource Centers, Regional Resource Centers, etc.
4. The Bureau of Education for Exceptional Children will seek cooperation from state colleges and universities in designing programs which will:
   a. Train psychologists, guidance counselors, and other evaluators in educational evaluation which is functional and prescriptive;
   b. Train regular teachers to:
      — determine when a child needs special services,
      — assess the child and describe strengths and weaknesses in behavioral terms;
   c. Train evaluators in new techniques for prescriptive evaluation.

Another resource is the local community. It is the responsibility of local education agency special education personnel to gain access to other agencies that provide child care in that community. When needs for technical assistance are demonstrated by the local education agency, other local agencies and the schools can work in a cooperative manner in the provision of services to special needs children and special education personnel.

Appendix C:

Sample Forms

SAMPLE

Referral of Pupil to Programs for Exceptional Children

Referring Agent: _____

Child's Name: _____

Child's Age: _____

Child's Date of Birth: _____

1. Please describe, being brief but specific, academic and/or behavior problems evidenced by the child being referred.

2. Under what conditions does the problem exist?

3. What methods have you tried to solve the problem(s)?

4. What do you see as this particular child's strengths?

5. Additional information from school records and/or comments:

_____
Referring Agent, Signature

(This form is to be completed and returned to the committee Chairperson.)

SAMPLE

*Referral: Screening Information

Name of Interviewer _____ Position _____

Name of Child _____ Date _____

Name of Parent Interviewed _____

I. Has your child had a medical, psychological or educational diagnosis? (evaluation, workup, test) _____

By whom? _____ When? _____

Kind of specialist? _____

Address _____

What clinics, hospitals or specialists have seen the child?

A. Agency or examiner _____

Address _____ Date _____

Kind of examination _____

Diagnosis or report _____

B. Agency or examiner _____

Address _____ Date _____

Kind of examination _____

Diagnosis or report _____

C. Agency or examiner _____

Address _____ Date _____

Kind of examination _____

Diagnosis or report _____

D. Agency or examiner _____

Address _____ Date _____

Kind of examination _____

Diagnosis or report _____

*To be obtained on out-of-school children

II. If your child has attended school before, did the school help him? _____

If so, how? _____

If your child has studied school subjects, are there any in which he has had particular trouble? _____

In what other group programs has your child participated? _____

_____

Do you feel that he has benefited from them? _____

Where does he spend the majority of his time? _____

Indoors _____

Outdoors _____

Does he help with chores at home? _____

Where does he go in the community? (stores, movies, church, etc.)

Alone _____

Accompanied _____

Is he employed? _____

III. Please answer "Yes" or "No" to the questions below. If answering "Yes," please describe the child's difficulty on the adjoing line.

Does you child have difficulty in:

Seeing? _____. _____

Hearing? _____. _____

Standing? _____. _____

Walking? _____. _____

Using hands or arms? _____. _____

Is your child often ill? _____. _____

Does he have heart trouble? _____. _____

Does he have convulsions or epileptic seizures? _____. _____

Does he have any other physical disabilities or defects not listed above? _____.

_____

To help us better understand your child and the type of program he needs, please answer "Yes" or "No" to the following:

Toileting

Bowels controlled ____

Bladder control: In daytime ____ At night ____

Feeding

_____ Feeds self alone
_____ With some help
_____ No self-feeding

_____ Eats most foods
_____ East few foods
_____ East solid foods

Communication (check(

How does he let you know his wants?

_____ Talks
_____ Makes sounds

_____ Makes facial expressions
_____ Gestures

Speech

_____ Understandable
_____ Uses words

_____ Uses sentences
_____ Can speak but seldom does

IV. Behavior Characteristics: (Check those which apply)

_____ excitable
_____ inactive
_____ overactive
_____ willing to follow requests
_____ plays with other chidren
_____ teases others
_____ hits or hurts others
_____ has no chance to play with children
_____ is timid with other children
_____ is afraid of (list fears)

_____
_____
_____

_____ is attentive
_____ has temper tantrums
_____ cares for own and other's belongings
_____ is aware of danger
_____ has few interests
_____ has unusual interests
_____ prolonged crying or giggling
_____ is not apparently interested in people
_____ is interested in only one or two people

V. What do you feel your child needs now? Check the items below that apply.

_____ to learn to read
_____ to learn colors
_____ to learn to do basic arithmetic
_____ to learn to write
_____ to learn to talk
_____ to improve his speech
_____ to learn to concentrate
_____ to learn better muscular control
_____ to acquire manual skills
_____ to become more independent
_____ to learn how to go about community alone
_____ to learn simple work that he can do independently at home

_____ to become more relaxed
_____ to calm down
_____ to have more fun
_____ help in adjusting to other children
_____ a chance to be with other children regularly
_____ to become more cooperative
_____ toilet training
_____ to learn to feed self
_____ to learn to dress self

Other Comments:

SAMPLE

*Identification Information for Out-of-School Children

Child's Name_____Date_____

Child's Current Address_____

Child's Age_____Child's Date of Birth_____

Parent(s) or Guardian's Name_____Phone_____

Current Address_____

Person Completing Form _____Position_____

Educational Status

1. Has the child ever attended school? ____yes ____no

2. If yes, last full year attended. _____

3. For what reason is the child not attending public school?

_____a. Child has not been presented to the school

_____b. Admission postponed

_____c. Excluded because of mental, physical or emotional disability

_____d. Excused because he was unable to profit from further school attendance

_____e. Has graduated from high school

_____f. Is institutionalized

_____g. Attending non-public school

Present Status

1. _____Currently living in the community and not in any programs and not on any waiting list.

2. _____Currently on a waiting list and not enrolled in any type of program

3. _____Currently enrolled in:

_____State Residential Center
_____State Mental Hospital
_____Sheltered Workshop
_____Other special school or program
(explain)_____
_____Day Care Program
_____Headstart or Preschool Program
_____Juvenile Correction

*To be completed by or returned to the Placement Committee Chairperson.
(Applies to children not currently enrolled in the local school district.)

SAMPLE

Parent Contact Concerning Referral*

Date _____

Dear _____

In order for the educational program to be effective for each child, it is important that school personnel and parents work together as a team. A part of this teamwork is two-way communication.

We would share our concern regarding your child's _____(name)_____ educational progress at this time, and invite you to confer with us in order to exchange information that may be helpful to us and your child. With your help we can better evaluate the educational needs of your child and hopefully plan the most appropriate educational program.

Please contact us at _____ as soon as possible in order to plan for a personal conference which is mutually convenient.

Your cooperation is appreciated.

Sincerely,

_____
Chairperson

* To be used for in-school referral

SAMPLE

Parent Contact Concerning Referral*

Date _____

Dear _____

It has come to our attention that your child may not be receiving the full benefit of our public education system.

We would like to invite you to confer with us in order to exchange information that may be helpful to us and your child. With your help we can better evaluate the educational needs of your child and hopefully plan the most appropriate educational program.

Please contact us at _____ as soon as possible in order to plan for a personal conference which is mutually convenient.

Your cooperation is appreciated.

Sincerely,

_____
Chairperson

* To be used for out-of-school referral.

SAMPLE

Parental Approval for Individual Evaluation

In a prior communication (personal interview or mail) you have been informed of the school's concern for your child's educational progress and the need to gather further information so that the best possible program can be planned. The state's Administrative Regulations require that you approve of any testing or other evaluation of your child. Please sign as indicated below. Your co-operation is appreciated.

****

Date_____

This is to indicate that I have been informed and counseled regarding the referral of my child_____ (name of child) for individual testing or other evaluation using appropriate assessment instruments and I do give my consent for such assessment by personnel of _____ (name of school district).

Parent_____ (signed)

Address_____

Phone_____

_____ (Chairperson)

I do <u>not</u> give my consent for such assessment by personnel of _____ (name of school district)

Parent_____ (signed)

Address_____

Phone_____

_____ (Chairperson)

Copy: Parent
Chairperson
Director of Program for Exceptional Children

SAMPLE

COMMITTEE COMPOSITION

Instructions: Chairperson should complete this form, indicating which persons will be included at various stages of the planning process.

ROLE	NAME	POSITION AFFILIATION	Referral	Pre-evaluation	Evaluation	IEP Development	Implementation	Monitoring/ Evaluating
CHAIRPERSON								
CURRENT AND/OR RECENT TEACHER(S)								
CHILD EVALUATOR(S)								
SCHOOL ADMINISTRATOR								
PARENT/CHILD LIAISON								
PROSPECTIVE TEACHER(S)								
PARENT(S)								
SPECIALIST field								
SPECIALIST field								
CHILD EVALUATION COORDINATOR								
TRANSLATOR/ INTERPRETER language								
IMPLEMENTATION LIAISON								
RECORDER								
OTHER								

SAMPLE

COORDINATED RESULTS OF CHILD EVALUATIONS: SUMMARY
(to be filled out by the child evaluation coordinator)

1. A COPY OF THE COMPLETED ASSESSMENT SHOULD BE RETURNED TO THE CHAIRPERSON BY _____ (date)

2. SUMMARY COORDINATED AND REPORTED BY _____ (name) _____ (position)

3. EVALUATION OF STUDENTS

LOCATION	DATE	TIME

4. PERFORMANCE STATEMENT SUMMARIES - Attach summary statements of performance.

Criteria for Judging Child Evaluations

For each of the evaluations listed as "needed" on the Child Evaluation Checklist, check the following items. Each criterion should be met to the Committee's satisfaction.

Child: _____

Type of Evaluation: _____

Date of Evaluation: _____

Evaluator: _____

_____ Report is written in understandable language.

_____ Tools or processes used in evaluation are identified.

_____ Setting in which evaluation occurred is described.

_____ Evaluation contains concise statement of specific results.

_____ Identification of problem areas identified by evaluation.

_____ Identification of problem areas identified by behavioral observation.

_____ Evaluation contains concise statement of strengths and weaknesses.

_____ Information is relevant to educational planning.

_____ Information describes conditions which influence ability to perform tasks.

SAMPLE

Child Evaluation Checklist

Areas of Concern	Needed for Determining Eligibility for Placement	Needed for Planning	Not Needed or N/A	Date Received	Submitted By
1. Initial Referral					
2. Behavioral Observation					
3. Educational History Summary					
4. Parent Permission for Evaluation					
5. Parent Permission for Services					
6. Area Evaluation Summaries					
a. Physical:					
Medical					
Vision					
Hearing					
Speech					
Motor					
b. Education:					
Achievement					
Diagnostic					
c. Language:					
Receptive					
Expressive					
d. Cognitive:					
Intelligence					
Adaptive					
e. Social-Emotional:					
Self-Help					
Personality					
Social Functioning					
f. Environment:					
Classroom					
School					
g. Family:					
Dominant Language					
Social					

SAMPLE

EDUCATIONAL ASSESSMENT: CLASSROOM PERFORMANCE SUMMARY

Instructions:

1. A COPY OF THIS COMPLETED ASSESSMENT SHOULD BE RETURNED TO THE CHAIRPERSON

   BY _____
   date

2. SUMMARY PREPARED BY _____ _____
   name school

3. TEACHING RELATIONSHIP TO STUDENT _____

4. THIS STUDENT HAS BEEN (WAS) IN MY CLASSROOM FOR _____ _____ MONTHS.

5. PERFORMANCE STATEMENTS SUMMARY

6. DESCRIPTION OF STUDENT'S CLASSROOM PERFORMANCE (to be completed in narrative form)

   6.1 Special conditions

   6.2 Suggested learning approach

   6.3 Skill areas

      6.3.1 Activities of daily living

      6.3.2 Motor skills

      6.3.3. Socialization skills

      6.3.4 Language skills

      6.3.5 Reading skills

      6.3.6 Quantitative reasoning skills

      6.3.7 Vocational skills

7. SIGNATURE DATE

SPECIALIST SUMMARY REPORT

1. Assessment by _____ _____
Name Position

_____ _____
Address Phone

2. Specialized Field _____

3. Date _____ _____ _____
Month Day Year

4. Specific questions to be addressed (attach "Recommendations for Specialist Assessment" Form)

5. Results: From your interview or examination, tell us the specific findings concerning the child. Please include any tools or special examinations you used. Will there be any medical constraints or special learning conditions needed. Finally, please recommend ways to apply your findings for the child's improvement.

6. Signature _____ Date _____
Specialist

MEDICAL EXAMINATION SUMMARY

Instructions:

A COPY OF THIS COMPLETED ASSESSMENT SHOULD BE SUBMITTED TO THE CHAIRPERSON

BY _____
date

CHECK ONE ☐ CHILD'S REGULAR MD ☐ SCHOOL MD ☐ CONSULTANT ☐ OTHER (specify) _____

I ☐ CAN ☐ CAN NOT ☐ MAY BE ABLE TO ATTEND EDUCATIONAL PLAN DEVELOPMENT MEETING

1. PRESENT AND PAST HISTORICAL REVIEW

AREAS	FINDINGS: NEVER A PROBLEM	PROBLEM NOW	POSSIBLE PROBLEM	WAS A PROBLEM	POSSIBLE EDUCATIONAL RELEVANCE: NO IMPACT	CONSTRAINT	FACILITATOR	CANNOT SAY
PERINATAL COMPLICATION (s)								
CONGENITAL ANOMALY (ies)								
CHROMOSOMAL ANOMALY (ies)								
BIOCHEMICAL DEFECT (s)								
SEIZURES								
C.N.S. DAMAGE								
CHRONIC ILLNESS (es)								
HOSPITALIZATION (s)								
RECURRENT SYMPTOMS								
TRAUMA/ACCIDENTS								
ACCIDENTAL INGESTION (s)								
MOTOR DEVELOPMENT								
LANGUAGE DEVELOPMENT								
SOCIAL DEVELOPMENT								
BOWEL, BLADDER TRAINING								
HOME ENVIRONMENT								
ACTIVITY LEVEL								
EMOTIONAL STABILITY								
PEER RELATIONS								
FAMILY INTERACTIONS								

2. PHYSICAL EXAMINATION

AREAS	FINDINGS: UNREMARKABLE	EXCELLENT	INDICATION(S) OF MALFUNCTION	NOT ASSESSED	POSSIBLE EDUCATIONAL RELEVANCE: NO IMPACT	CONSTRAINT	FACILITATOR	CANNOT SAY
NUTRITION								
MATURATION								
HEIGHT "								
WEIGHT lbs								
HEAD CIRCUMFERENCE cm								
EYES, EARS, NOSE, THROAT								
DENTITION, MOUTH								
CHEST AND CARDIOVASCULAR								
ABDOMEN, GENITALIA								
EXTREMITIES AND MUSCULOSKELETAL								
OTHER GENERAL FINDINGS								
VISUAL ACUITY								
OCULAR MOVEMENTS								
COLOR VISION								
AUDITORY ACUITY								
SPEECH								
PERCEPTUAL FUNCTION								
GROSS MOTOR FUNCTION								
FINE MOTOR FUNCTION								
MUSCLE TONE								
REFLEXES								
OTHER NEUROLOGICAL FINDINGS								

3. CURRENT HEALTH MANAGEMENT

CONDITION	TREATMENT	AMOUNT	FREQUENCY	EFFECTIVENESS	EDUCATIONAL IMPACT OF TREATMENT		
					NONE	CONSTRAINTS	FACILITATOR

4. ELABORATION AND COMMENTS ON EDUCATIONAL CONSTRAINTS AND FACILITATORS

☐ ADDITIONAL COMMENTS ON ATTACHED SHEET

5. RECOMMENDATIONS (include limitations on activity and endurance)

☐ ADDITIONAL COMMENTS ON ATTACHED SHEET

6. STATEMENT OF FINDINGS

☐ I HAVE FOUND NO MEDICAL CONSTRAINTS ON PERFORMANCE

☐ I HAVE FOUND THE ABOVE NOTED CONSTRAINTS ON PERFORMANCE

7. SIGNATURE _____ MD DATE _____

HOME VISIT ASSESSMENT SUMMARY

Instructions:

1. A COPY OF THIS COMPLETED ASSESSMENT SHOULD BE RETURNED TO THE CHAIRPERSON

   BY _____
   date

2. SUMMARY PREPARED BY _____
   name

   ☐ REGISTERED NURSE
   ☐ SOCIAL WORKER
   ☐ COUNSELOR

3. DATE OF VISIT _____ _____ _____ LENGTH OF VISIT _____
   month day year

4. TO WHOM DID YOU SPEAK? (Please indicate if any of these people are unable to communicate in English and, if so, what is the preferred language.)

NAME	RELATIONSHIP TO STUDENT

5. PERFORMANCE STATEMENTS

6. DESCRIPTION OF STUDENT'S PERFORMANCE IN HOME ENVIRONMENT (to be completed in narrative form)

   6.1 Information about the child: health, interactions with peers, developmental history, significant habits, current social and/or medical services, etc.

   6.2 Information about the child/family interaction: members of the household, environment, parental goals for their child, what do the parents consider good placement for the child, etc.

7. SIGNATURE _____ DATE _____

SAMPLE

Eligibility Report

Conference Date _____

Child's Name _____ Date of Birth _____

Addrees _____ Parent _____

School _____

_____

Criteria for Eligibility	Evaluations Used to Meet Criteria	Name of Evaluator	Date of Evaluation

Admissions and Release Committee Position

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

SAMPLE

Individual Education Program: Total Service Plan

Child's Name _____

School _____

Date of Program Entry _____

Prioritized Long-term Goals:

_____

_____

_____

Summary of
Present Levels of Performance:

_____

_____

_____

_____

_____

Short-Term Objectives	Specific Educational and/or Support Services	Person(s) Responsible	Percent of Time	Beginning and Ending Date	Review Date

Percent of Time in Regular Classroom

Placement Recommendation

Committee Members Present _____

_____

_____

_____

_____

Dates of Meeting _____

_____

Committee Recommendations for
Specific Procedures/Techniques, Materials, Etc. (include information about learning style)

Objective Evaluation Criteria for each Annual Goal Statement

SAMPLE

Individual Education Program: Individual Implementation Plan

(Complete one of these for each goal statement specified on Total Service Plan)

Child's Name _____ Goal Statement: _____

School _____ _____

Date of Program Entry _____ Short Term Instructional Objectives: _____

Projected Ending Date _____ _____

Person(s) Completing Form _____ _____

Behavioral Objectives	Task Analysis of Objectives	Strategies and/or Techniques	Materials and/or Resources	Date Started	Date Ended	Comments

SAMPLE

Support Services Assignments

Child's Name: _____

Date of Placement: _____ Class(es): _____ Problem: _____

Need / Support Options	Inservice Training	Resource Manual	Community Resource	Teaching Materials	Additional Funds	Medical Evaluation	Speech/ Hearing Evaluation	Psy/ Social Evaluation	Superintendent Policy Statement	Parent Request/ Input	Placement Committee Review	Hands on Experience	Other
Placement Committee Members													
Other LEA Personnel													
District Personnel													
SEA Personnel													
Regional Resource Center													
Media/ Materials Center													
Other Local Agencies													
National Agencies													
University Department													
Other													

SAMPLE

Checklist of Student Eligibility for Placement in a Program for Exceptional Children: Sample State

Child's Name: _____ Address: _____

Referring School: _____
(when applicable)

****

This checklist indicates that the above student meets all of the qualifications for placement in a program for Exceptional Children stipulated in the sample state regulations.

1) Initial referral for appropriate evaluations — YES____ NO____

2) Signed parent consent form to perform individual evaluation — YES____ NO____

3) Written individual evaluation completed — YES____ NO____

4) Parents notified of date, time and location of Placement Committee Conference and invited to attend — YES____ NO____

5) Placement Committee convened and report completed — YES____ NO____

6) Parents notified of Placement Committee recommendations — YES____ NO____

7) Parents advised of their rights, in written form, as stipulated in the sample state regulations. — YES____ NO____

8) Parent permission form for placement signed; one copy returned to parent and other copies filed with Director of Local School District Program for Exceptional Children and Placement Committee Chairperson — YES____ NO____

The child may be placed only if all items listed above are checked "YES."

Recommended Placement: _____ _____
Chairperson

Placement Date: _____

_____
Date

School: _____

Teacher: _____

SAMPLE

Followup Letter to Parents Attending
Placement Committee Conference

Date _____

Dear _____:

The Placement Committee Conference which you attended on _____ (date) was scheduled so that you as a parent could have a part in the decision regarding appropriate educational placement for _____ (Child's name).

Enclosed is your copy of the consent form for placement signed at the time of the Placement Committee meeting.

Much time and effort has been spent in planning the most appropriate program for your child. Your cooperation with the school staff in the endeavor is very much appreciated.

Sincerely,

_____
Chairperson

Copy: Parent
Committee Chairperson
Director of Program for Exceptional Children

SAMPLE

Followup Letter to Parents Not Attending
Placement Committee Conference

Date _____

Dear _____:

A Placement Committee meeting to which you were invited met on _____ (Date) to consider an appropriate educational plan for your child, _____ (Name of Child). We are sorry that you were unable to be present but a copy of the meeting report is enclosed.

You will note that the report includes recommendations for placement which were made after consideration of all the available information. Also discussed were the alternative plans for best serving your child's needs. I am endorsing the program recommendations and placement.

If you agree with the recommendations, we ask that you sign the enclosed consent form and return in the envelope provided. If you disagree, there is a statement of parental rights and procedures indicating next steps to follow.

Since considerable time and effort has been devoted to planning an appropriate program for your child, we hope that you will sign and return the consent form to my office promptly. Then we can begin the plan which we believe will most effectively serve your child.

Sincerely,

_____
Chairperson

SAMPLE

Statement of Parental Rights and Procedures Concerning Placement

The following rights and procedures are available to you in planning for future education programming for your child:

1. You may sign the enclosed parent consent form and thereby permit your child to be placed in the appropriate special program for Exceptional Children, as recommended by the Placement Committee in the attached report(s).

2. If you feel that you do not have enough educational information prior to signing the parent consent form, you may choose not to sign the enclosed form. You may request an additional conference that would include other appropriate school personnel in addition to the Placement Committee to obtain clarification. The Chairperson of the Committee should be asked to arrange this conference.

3. You may desire an independent medical, psychological, and educational evaluation of your child by an agency other than that provided by this school system. You may be assisted in acquiring this independent evaluation by contacting agencies such as (examples)

_____

_____

_____

_____

_____

4. If you do not agree with the recommendation of the Placement Committee, and if an impasse has been reached between you and the local school district, you may refuse to sign the consent form. You may request a hearing before an Independent Hearing Officer. At such a hearing, you may be represented by counsel, may offer independent evaluation of a medical, psychological, or educational nature, may examine all school records pertaining to your child, and may cross-examine school officials. If such a hearing is desired, please make your request in writing within twenty (20) days of the date of this letter to the Superintendent of _____ at this office:
(Local School District)

_____
(Local School District)

_____
(Address)

_____

SAMPLE

Parent Permission Form for Placement
(Completed at Time of Placement Committee
Conference if Parent Present)

Date _____

I, as parent or guardian, hereby give my permission for the placement of _____ in the special education program in the exceptionality area and level checked below which I understand to be in accordance with the Administrative Regulations of the State.

Exceptionality Areas:

____ Speech Handicapped (Communication Disorders)
____ Educable Mentally Retarded
____ Learning Disabilities
____ Emotionally Disturbed
____ Trainable Mentally Retarded
____ Visually Impaired
____ Physically Handicapped
____ Hearing Impaired

Levels:

____ Primary
____ Intermediate
____ Junior High
____ Senior High

Additional Notations: _____

_____

_____

_____
(Parent or Guardian) Signature

_____
(Chairperson) Signature

_____
(Director of Program for
Exceptional Children) Signature

Copy: Parent
Committee Chairperson
Director of Program for Exceptional Children

SAMPLE

Parent Placement Refusal Form

Date _____

I, as parent or guardian, was given the opportunity to place

_____ in a Program for Exceptional Children,
(Child's Name)

as defined in the Administrative Regulations of the state. However, I do not desire said placement as of this date.

Exceptionality Areas:

____ Speech Handicapped (Communication Disorders)

____ Educable Mentally Retarded

____ Learning Disabilities

____ Emotionally Disturbed

____ Trainable Mentally Retarded

____ Visually Impaired

____ Physically Handicapped

____ Hearing Impaired

Levels:

____ Primary

____ Intermediate

____ Junior High

____ Senior High

_____
(Parent or Guardian) Signature

_____
(Chairperson) Signature

Copy: Parent
Committee Chairperson
Director of Program for Exceptional Children

SAMPLE

Placement Permission Form for Parent
Not Attending Placement Committee Conference

Date_____

I, as parent or guardian, do authorize placement for

_____ in the _____
(Child's Name)

special education program at the _____ level.

Reasons for this recommendation have been reviewed and I have been advised of all options and legal rights open to me as stipulated in the Administrative Regulations of the state.

I understand that the need for this placement will be reevaluated at least annually in relation to educational progress in that setting.

_____
(Parent or Guardian) Signature

_____
(Chairperson) Signature

Copy: Parent
Committee Chairperson
Director of Program for Exceptional Children

Responsibilities Checklist: Monitoring and Evaluating

Instructions: Write in the name of the person responsible for each task.

Committee Members / Tasks	Administration	Classroom Teacher	Special Educator	Parent	School Psychologist	Speech Pathologist	Physical Therapist	Occupational Therapist	Physician (report)	Audiologist	Ophthalmologist	Others
1. Periodic checks by assigned members to particular child's placement to track child's progress while in program.												
2. Periodic review of child's objectives and exit criteria and adjust as necessary according to data received while child is in program.												
3. Feedback to other members.												
4. Summarization of information.												
5. Parental involvement and signed approval.												

QUARTERLY PROGRESS REPORT

Instructions: Summarize progress of child on all objectives listed on the IEP.

1. LIAISON _____ _____
   name position

2. QUARTERLY REVIEW OF PROGRESS DATE _____ _____ _____
   month day year

3. GOAL STATEMENTS	BEHAVIORAL OBJECTIVES	ATTAINMENT OF OBJECTIVES		COMMENTS
		YES	NO	

4. The above QUARTERLY PROGRESS REPORT accurately states the student's educational status, attainment of objectives, during the time period of _____ to _____.

5. SIGNATURE _____ DATE _____
   LIAISON

SAMPLE

Review of Placement

Date of Review_____

Child's Name_____Date of Birth_____C.A.___

Address_____Phone_____Parent_____

I. Present Program: (exceptionality areas, level, program)

_____

_____

II. Assessment of Status: (progress in achievement, adjustment, etc.)

_____

_____

_____

III. Recommendations:

_____continue in same program next year
_____transfer to next level of program (____)
_____return to full-time regular grade (____)
_____explore other alternatives:

_____

_____

_____

IV. Additional Comments:_____

_____

_____

_____

(see attached achievement data and other reports)

Placement Committee

Position

1. _____ Chairperson
2. _____
3. _____
4. _____

SAMPLE

Confirmation of Continued Placement
in Program for Exceptional Children

Date_____

Dear _____

This is to indicate that your child _____ has
(Name of child)

been placed in our program for _____again this year.
(Name of program)

You will recall that we agreed last year that this was an appropriate

educational placement for _____. We believe that this
(Name of Child)

continues to be an effective program and that your child will profit from

this placement.

If you have any questions please contact us.

Sincerely,

_____
(Signature of Chairperson)

SAMPLE

Parent's Request for a Meeting on Placement of Child
Into a Program for Exceptional Children

I have met with _____ representing the _____ Schools, have discussed the recommendations of the Placement Committee as to appropriate services for my child _____ (child's name). I find that I disagree with the recommendations that my child is to receive services in this special program _____ (identify service). I hereby request an impartial hearing on the appropriateness of services offered by the _____ _____ Schools for my child. I understand that I will be contacted as to the date, time, and place of the hearing at least five (5) days in advance. If desired, I, or my legal representative, may present results of an independent evaluation of my child (conducted at my expense) at this hearing.

Parent's name _____

Address _____

_____

Date _____

Chairperson, _____
Placement Committee

Name of school _____
(where applicable)

Copy: Parent
Chairperson,
Placement Committee
Director, Program for
Exceptional Children

SAMPLE

Notice of Hearing

Date_____

Dear _____:

Your request for a hearing pertaining to the educational placement of your child _____ has been received. A hearing has been scheduled as follows:
(Name of child)

Date:_____ Time:_____

Place:_____
(Room and building)

Address:_____

_____

You may wish to review the enclosed statements pertaining to parental rights and the procedures to be followed at the hearing. You may also wish to bring any written evidence of a medical, psychological, or educational nature for presentation at that time.

If there are questions or if there is a problem about the scheduled time for the hearing, please check with me immediately at _____.
(phone)

Sincerely,

_____
(Chairperson)

Information on Hearing: Sample State

Should a hearing be desired, the following information concerning the hearing is outlined below:

(i) In cases where parent(s) and local school district disagree on the need for evaluation of a child and/or the educational placement of a child, a hearing shall be conducted in accordance with the following procedures:

(i-1) The hearing shall be in the school district of residence and held in the form of a conference between the parents, their representative, a representative of the appropriate Administration and Release Committee, and the hearing officer;

(i-2) The local school district shall provide factual information concerning the appropriateness of the proposed evaluation or educational placement of the child;

(i-3) An impartial hearing officer shall be appointed to preside. An "Impartial hearing officer" refers to a person(s) assigned to preside at a due process hearing and whose duty is to assure that proper procedures are followed. The impartial hearing officer must be (a) unbiased—not prejudicial for or against any party involved. (b) disinterested—not have any stake in the outcome.

(i-4) The hearing officer shall provide parents and local school district representatives with notice of the hearing five (5) days prior to the hearing date. This notice shall include the time and place of the hearing, which shall be convenient for the parents.

(i-5) The parent(s) and the local school district shall be given the right to have legal counsel or other professional persons attend the hearing;

(i-6) All parties involved shall have the right to present evidence and testimony;

(i-7) The hearing shall be closed to the public unless the parent(s) request an open hearing;

(i-8) The parent(s), the local school district, or their respective representatives shall have the right to question all witnesses;

(i-9) If the child is over the age of majority, he/she shall have the right to attend the hearing;

(i-10) A tape recording of the verbatim record of the hearing shall be made;

(i-11) At all stages of the hearing procedures, interpreters for the deaf and/or interpreters fluent in the primary language of the home shall be provided when needed.

(j) The hearing officer's decision shall be issued in accordance with the following requirements.

(j-1) The decision shall be based solely on evidence and testimony presented at the hearing;

(j-2) The decision shall be sent via certified mail to the parent(s) to the local school district, and to their respective representatives, return receipt requested, within five (5) days of the completion of the conference;

(j-3) The decision shall include a summary of all proceedings and state the reasons for the decision;

(j-4) Upon request of the parents or the local school district, a copy of the tape recording or other verbatim record of the hearing shall be transcribed and provided;

(j-5) A statement shall be included that the decision of the hearing officer is binding upon the parent(s) or the child if over the age majority, and upon the local school district, its officers, employees and agents, subject to procedures for administrative or judicial appeal;

(j-6) The decision of the hearing officer shall include a statement of the procedures to be used for appealing such decision.

(k) Appeals may be initiated by a parent(s) or by local school district in accordance with these requirements;

(k-1) The appeal shall be heard by the State Board of Education or its impartial designee. Any designee shall meet all requirements described for hearing officers;

(k-2) The appeal shall be conducted in accordance with state administration procedures;

(k-3) The opportunity shall be given to the parents to appeal the decision of the State Board of Education or its designee to a state court.

Appendix D: Due Process

1. **Due Process Procedures**
2. **Self-Administered Due Process Guide**

Due Process Procedures

Due process—once a term used by only by lawyers—is becoming a part of our everyday lives and vocabulary. Due process means the principles and practices which insure that every person is treated fairly. And it refers to the procedures which protect the rights of every person. Due process has a special meaning for educators and for parents of handicapped children. In education, due process is necessary when and if significant changes are made or even proposed in a child's educational placement. And it is a safeguard for everyone involved—the child, the parents, and the schools.

Providing a child with an appropriate education is equally important to all three. To insure appropriate education, however, all three must have due process protection when initial educational evaluation and placement decisions are being made or when a change in the child's placement is being considered. In these cases, everyone profits from well-planned practices and the elements of due process. Due process even spells out ways to question any decision which has been made.

Purpose of Hearing

Usually, if the child, the parents, and the schools are all involved in the decision-making, there won't be any major conflicts and questions won't be necessary. Sometimes, however, a conflict will necessitate a hearing before an impartial hearing officer. These hearings are not designed to determine right or wrong—or to place blame or credit—the purpose of the hearing is to determine an appropriate educational program for the child.

There are two important points here: 1) if all parties can agree on the best educational placement for the child, hearings won't be necessary, and 2) due process is guaranteed to the child, the parents, and the school.

Since the child is unable to defend his own interest, due process begins by making sure that the child is represented by a parent—or a surrogate parent if the natural or adoptive parent or legally appointed guardian is unknown or unavailable, or if the child is a ward of the state. The surrogate parent represents the child during the first periodic review of educational placement.

Any person may file a request with the local school district asking that a surrogate parent be appointed for a child. The local district then investigates to determine if there is a need for a surrogate parent. It also sends a copy of the request to the State Department of Education, the adult in charge of the child's residence, and the parent or guardian at the last known address. If there is a need for a surrogate, the district informs the same Department of Education, which assigns a surrogate within five days.

Use of Surrogate Parent

The State Department of Education and local school districts in cooperation with other public and private agencies shall recruit persons and maintain a registry of such persons who can and will serve as surrogate parents. Persons selected as surrogate parents shall have no other vested interest that would conflict with their primary allegiance to the child they would represent. They shall be committed to personally and thoroughly acquainting themselves with the child and the child's educational needs; be of the same racial, cultural, and linguistic background of the children they represent; be familiar with the educational system within the state, and be readily accessible to the children they represent.

Assignment of a surrogate to a particular child shall be made according to the following procedures:

1. Any person may file a request for the assignment of a surrogate to a child with the

child's local school district with a copy of the request to the State Department of Education;

2. The local school district shall send a notice of the request for a surrogate to the adult in charge of the child's place of residence and to the parent(s) or guardian(s) at their last known address in an effort to determine the need for a surrogate parent;

3. If the local school district determines need for a surrogate as provided here, the State Department of Education shall be notified of the need. The State Department of Education shall assign a surrogate within five (5) days of the notification;

4. The assigned surrogate shall represent the child through the time of the first periodic review of the child's educational placement;

5. Surrogates shall not be assigned to children who have reached the age of majority.

All due process precedural activities related to identifying, evaluating, and placing exceptional children must be well-documented. Copies of written communications with the parents, as well as memoranda on such things as home visits and telephone calls, should be kept in up-to-date files.

Communicating with Parents

All communication with the parents should be both written and oral, and it should be both in English and in the primary language of the parent's home.

Written communication begins with notifying the parents that their child has been referred as a candidate for a program for exceptional children and informing them of their child's right to receive an education from the public schools. The school district then requests written parental approval to administer any specific individual psychological, psychiatric, medical and/or educational test to help determine the child's program placement.

At the same time, the school district informs the parents of their right to refuse permission for the tests, the school district's right to request a hearing to obtain permission to undertake the testing in the event the parents refuse, and the parents' right to review the child's school records. If the parents fail to respond to the school district's repeated attempts to obtain consent for evaluation, the district may inform them that the evaluation will proceed and informs them of their rights in the proceeding.

If the school district proceeds with the evaluation, it needs to document the fact that it attempted to communicate with the parents by means in addition to regular mail (e.g., telephone, home visit) and should establish with facts about the child's performance that there is a reasonable likelihood that the child will be found to have special needs.

If the parents respond by refusing to give permission for evaluation, the district may either accept the parent's refusal or request an impartial hearing. If the district decides to request a hearing, it must document in writing that attempts to resolve the situation by conference with the parents have failed. Also, it must show that the evaluation is justified by demonstrating that the child's present placement is detrimental to the child's educational progress, dangerous to his/her health or safety, or disruptive to the program for other children.

If, when the evaluation is completed, a change is proposed in the child's placement, the district shall notify the parents of the change orally and via certified mail.

The notice shall:

1. Describe in detail the proposed action as well as the reasons why such action is deemed appropriate;

2. Specify the tests or reports upon which the proposed change is based;

3. State that the school files pertaining to the child are open for parental review;

4. Describe in detail the right to obtain a due process hearing;

5. Inform the parent(s) of alternative educational programs, including reasons why such programs are not suitable;

6. List the community agencies which provide free legal counsel;

7. Inform the parent(s) of the right to obtain an independent evaluation of the child;

8. Describe the procedure for appeal;

9. State that the child will remain in the present educational placement until such time as a decision has been reached or until such time that a proposed educational placement is accepted by both parties.

The local school district also need to obtain written parental approval before placing a child in a program for exceptional children. In addition, at the beginning of each school year in which the child has continued placement in a program for exceptional children, the local school district shall provide the parents with written verification of the placement.

In cases where parent(s) and a local school district disagree on the need for evaluation of a child and/or the educational placement of a child, an impartial hearing shall be conducted in accordance with the following procedures:

1. The hearing shall be in the school district of residence and held in the form of a conference between the parents, their representative, a representative of the appropriate Placement Committee, and the hearing officer;

2. The local school district shall provide factual information concerning the appropriateness of the proposed evaluation or educational placement of the child;

3. An impartial hearing officer shall be appointed to preside at the hearing. "Impartial hearing officer" refers to a person assigned to preside at a due process hearing and whose duty is to assure that proper procedures are followed. The impartial hearing officer must be: (a) Unbiased—not prejudicial for or against any party involved, (b) Disinterested—not having any stake in the outcome;

4. The hearing officer shall provide parents and local school district representatives with notice of the hearing five (5) days prior to the hearing date. This notice shall include the time and place of the hearing, which shall be convenient for the parents;

5. The parent(s) and the local school district shall be given the right to have legal counsel or other professional persons attend the hearing;

6. All parties involved shall have the right to present evidence and testimony;

7. The hearing shall be closed to the public unless the parent(s) request an open hearing;

8. The parent(s), the local school district, or their respective representatives shall have the right to question all witnesses;

9. If the child is over the age of majority, he/she shall have the right to attend the hearing;

10. A tape recording or other verbatim record of the hearing shall be made;

11. At all stages of the hearing procedures, interpreters for the deaf and/or interpreters fluent in the primary language of the home shall be provided when needed.

The hearing officer's decision shall be issued in accordance with the following requirements:

1. The decision shall be based solely on evidence and testimony presented at the hearing;

2. The decision shall be sent via certified mail to the parent(s), to the local school district, and to their respective representatives, return receipt requested, within five (5) days of the completion of the conference;

3. The decision shall include a summary of all proceedings and state the reasons for the decision;

4. Upon request of the parents or the local school district, a copy of the tape recording or other verbatim record of the hearing shall be transcribed and provided;

5. A statement shall be included that the decision of the hearing officer is binding upon the parent(s) or the child if over the age of majority, and upon the local school district, its officers, employees, and agents, subject to procedures for administrative or judicial appeal;

6. The decision of the hearing officer shall include a statement of the procedures to be used for appealing such decision.

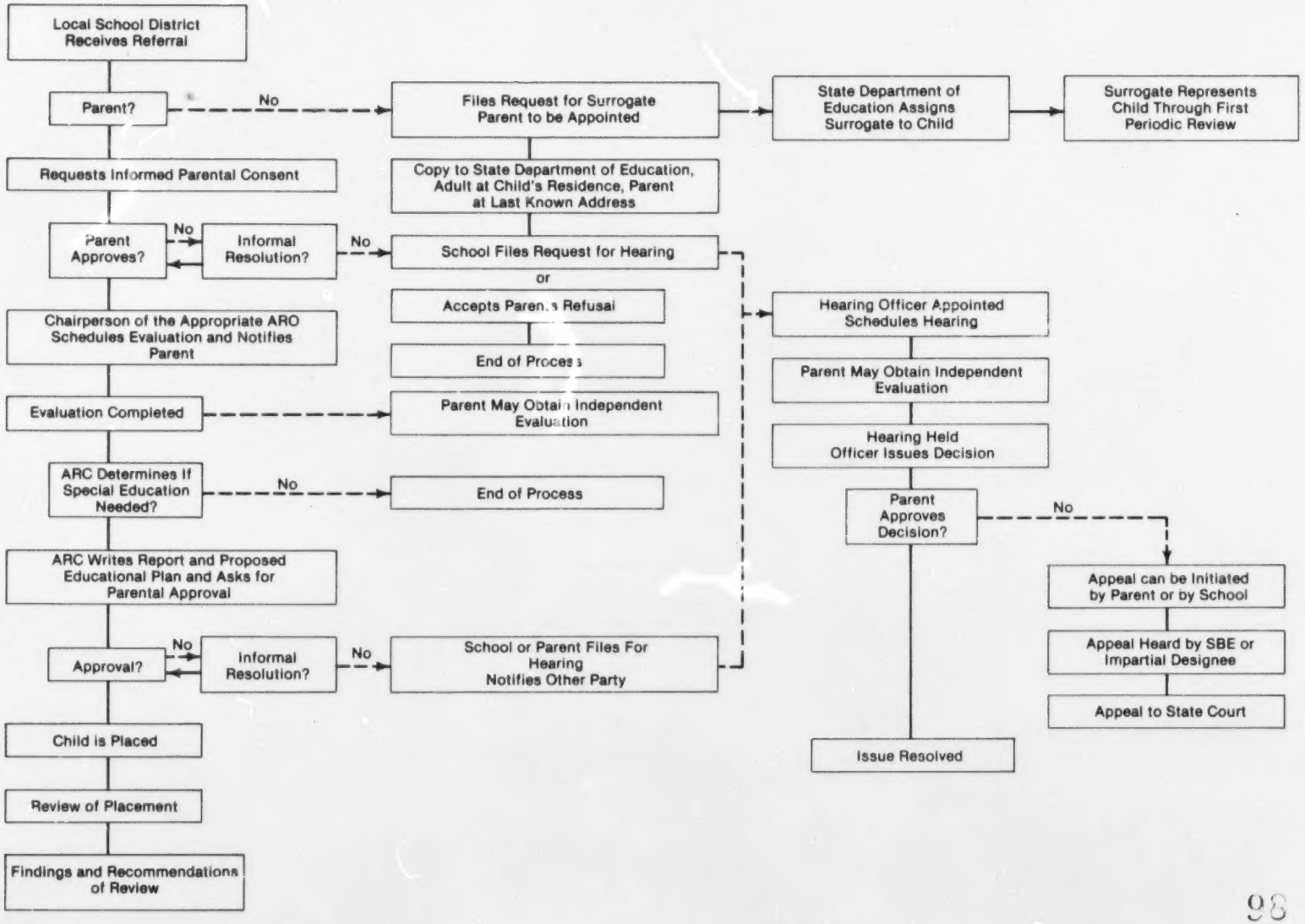
If at any time during the school year, the child's educational placement appears to be inappropriate to the parent(s), the principal, the teacher(s), or specialist(s) providing services to the child, any one of such persons may request a review of the placement. When a placement in a less restrictive environment is seen as more appropriate, the Placement Committee shall review the child's placement.

If the Committee determines the child's needs can be met in a less restrictive setting, the child's placement and educational program shall be changed and support services provided as necessary. The parent(s) and local school district shall be afforded all due process rights as described here.

When a review is requested for the purpose of securing a more restricted educational placement for the child, the review shall take place after the current educational program has been implemented for the minimum time of one (1) month. The Placement Committee shall conduct the review. The parents(s) and local school district shall be afforded all due process rights as described here.

Obviously, ensuring due process involves a great deal of work and effort on the part of the local school district. Just as obviously, due process is essential—and the effort worthwhile—if we are to protec. the rights of everyone—especially the child—and if we are to make sure the child receives an appropriate education. Due process is important to all of us.

DUE PROCESS PROCEDURES IN EVALUATION AND PLACEMENT


Local School District Receives Referral
Parent?
No
Files Request for Surrogate Parent to be Appointed
State Department of Education Assigns Surrogate to Child
Surrogate Represents Child Through First Periodic Review
Requests Informed Parental Consent
Copy to State Department of Education, Adult at Child's Residence, Parent at Last Known Address
Parent Approves?
No
Informal Resolution?
No
School Files Request for Hearing
or
Accepts Parent's Refusal
End of Process
Chairperson of the Appropriate ARO Schedules Evaluation and Notifies Parent
Hearing Officer Appointed Schedules Hearing
Parent May Obtain Independent Evaluation
Hearing Held Officer Issues Decision
Evaluation Completed
Parent May Obtain Independent Evaluation
ARC Determines If Special Education Needed?
No
End of Process
Parent Approves Decision?
No
Appeal can be Initiated by Parent or by School
ARC Writes Report and Proposed Educational Plan and Asks for Parental Approval
Approval?
No
Informal Resolution?
No
School or Parent Files For Hearing Notifies Other Party
Appeal Heard by SBE or Impartial Designee
Appeal to State Court
Child is Placed
Issue Resolved
Review of Placement
Findings and Recommendations of Review

Self-Administered Due Process Guide

Routine Procedures	Yes	No
1. Are evaluation (including testing)* and placement staff aware that prior to conducting an individual evaluation, writiten parental permission must be obtained?	_____	_____
2. In the request for parental permission to individually evaluate a child, does the staff explain to the parents		
—the evaluation (including testing) procedures to be used?	_____	_____
—why an evaluation is needed?	_____	_____
—what the evaluation hopes to accomplish?	_____	_____
—limitations of the evaluation?	_____	_____
—how the obtained data will be used?	_____	_____
3. Procedures have been established to ensure that all evaluations will be as racially or culturally non-discriminatory as possible including		
—selection of instruments?	_____	_____
—administration of instruments?	_____	_____
—selection of administering personnel?	_____	_____
—interpretation of obtained data?	_____	_____
4. Have provisions been made to notify parents that they have the right to examine all relevant records regarding the identification, evaluation and educational placement of the child?	_____	_____
5. Have procedures been adopted to name one school person to serve as the major contact person between the schools and parents?	_____	_____
6. Have procedures been instituted to communicate all correspondence and procedures in the parent's native language including the use of readers and interpreters if needed?	_____	_____
7. Are parents informed as soon as a child is identified as *possibly* needing special education services?	_____	_____
8. Are the parents advised orally and in writing that the schools have a responsibility to provide an appropriate education for their child?	_____	_____
9. Are parents invited to be participants in all educational planning meetings for their child?	_____	_____
10. Are parents given the opportunity to bring a friend or professional with them to all education planning meetings?	_____	_____
11. Are attempts made to schedule all educational planning meetings at a time convenient for both parents and school personnel?	_____	_____

*Throughout this guide, the term evaluation includes individual testing.

	Yes	No
12. After a child has been evaluated and a special placement has been recommended, does the chairperson of the evaluation and/or placement teams have responsibility to tell the parents, both orally and in writing		
—the results of the evaluation and the recommendation made?	_____	_____
—the specific objectives to be achieved in the recommended placement?	_____	_____
—an explanation of why the recommended placement is the least restrictive learning setting for the child?	_____	_____
—the implications of the proposed placement, including the expected general educational achievements of the child and possible career goals?	_____	_____
—the alternative placements available to the child?	_____	_____
—that the placement decision will be reviewed periodically, at least annually?	_____	_____
13. Does the placement team or chairperson attempt to communicate to parents in understandable language?	_____	_____
14. Are the parents provided with a written copy of the placement recommendations and the specific education program proposed?	_____	_____
15. Are parents informed orally and in writing of their right to obtain an independent evaluation of their child at public expense if necessary and present those findings to the public schools?	_____	_____
16. If so, are parents advised		
—to contact a local/state parent's group?	_____	_____
—of the location of local/regional/state facilities that can conduct evaluations?	_____	_____
17. If the parents indicate that they do not agree with the proposed placement, is a genuine effort made by the school to explain, orally, its position and to show the parents why the proposed placement is the best one for the child?	_____	_____
18. Are parents informed orally and in writing of their right to a formal hearing if they contest the school's recommendations?	_____	_____
19. Are the steps to be taken to exercise that right fully explained to parents?	_____	_____

Prior to the Hearing

1. Are parents informed in writing of the role of the hearing officer(s) including		
—the responsibility to hear both sides?	_____	_____
—a limit on evidence to that presented at the hearing?	_____	_____
—the responsibility of making a decision in keeping with the child's best interests?	_____	_____
—the responsibility to engage in fact finding?	_____	_____

	Yes	No
2. Are parents informed in writing that they have the following rights—		
--to bring counsel, friend, or expert witness?	_____	_____
--to examine all school records upon which the school made its placement decisions?	_____	_____
—to request that certain school personnel be present at the hearing and of their right to examine the school's witnesses?	_____	_____
—to choose if they want an open or closed hearing?	_____	_____
—to present findings from an independently conducted evaluation?	_____	_____
3. Are parents informed in writing that a record of the hearing would be made available to them upon request?	_____	_____
4. Are parents informed about when they will be notified of the hearing decision and about the subsequent recourse available to them?	_____	_____
5. Are parents advised orally and in writing that they have the right to appeal the decision of the hearing officer(s) and of the procedures that are to be used?	_____	_____

This guide was developed by the Special Education Administrative Policy (SEAP) Manuals project of the State-Federal Information Clearinghouse for Exceptional Children of the Council for Exceptional Children in part pursuant to a grant from the Bureau of Education for the Handicapped, United States Office of Education, Department of Health, Education and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or policy of the United States Office of Education and no official endorsement by the United States Office of Education should be inferred. (January 1, 1976)

Appendix E: Procedures for Preparing Individual Implementation Plan Forms

An individual implementation plan (or a similar plan) should be filled out by each implementer. Using the individual implementation plan, each implementer will further refine the guidelines set by the placement committee on the Total Service Plan. One intervention form will be completed for each goal statement developed by the committee; there will be a separate page for each goal statement. This statement will be transferred, along with its short-term objectives, to the intervention planning form. The implementer will then follow a procedure similar to that used by the committee in developing the Total Service Plan. Tasks for completing the form are presented on the following pages.

Individual Education Program: Individual Implementation Plan

(Complete one of these for each goal statement specified on Total Service Plan)

Child's Name _____

School _____

Date of Program Entry _____

Projected Ending Date _____

Person(s) Completing Form _____

Goal Statement: _____

_____

Short Term Instructional Objectives: _____

_____

_____

Behavioral Objectives	Task Analysis of Objectives	Strategies and/or Techniques	Materials and/or Resources	Date Started	Date Ended	Comments

Task 1: Writing Behavioral Objectives

At this stage, the implementer will be writing very small-step objectives, which together contribute to the short-term objectives developed by the committee. They might, for example, be for a one-week duration.

The following section is relevant for writing any type of behavioral objective.

A behavioral objective tells what the child will do to demonstrate that a given skill has been acquired. It tells what the child will be doing at the end of a specified interval, rather than what the child is presently doing. By

stating goals in terms of behavioral objectives, what the child is to do and how well he/she must do it can be indicated more specifically.

A behavioral objective is written in behavioral terms. This means that a measurable response must be specified. A response can only be measured if it is an observable, countable behavior. How many times a child gives three blocks upon request, drinks out of a cup, or carries out a command can be counted. However, a child's understanding of the concept of three, being self-sufficient, or being compliant cannot be counted. These goals are ambiguous and not specific enough to be counted and recorded. This does not indicate that number concepts, self-sufficiency, or compliance are not worthwhile program goals; if they are going to be taught, however, the goals must somehow be stated in more precise terms to communicate intent to teachers, parents, and aides.

A behavioral objective states a learner response and a criterion. The objective "Lynn will point to 'red' five times out of five times" states the desired behavior—that Lynn will point to the color when it is named. It also includes the criterion to determine when it has been accomplished—when Lynn points to red when red is said on five consecutive trials.

A behavioral objective consists of four components: WHO/WILL DO WHAT/UNDER WHAT CONDITIONS/TO WHAT DEGREE OF SUCCESS.

1. *Who.* State the name of the child who is to perform the activity.
2. *Will Do What.* State the response expected from the child once he/she has learned the skill. For example: will run, hop, jump, say, repeat, sit, stand, give, show, tell, name, cut.

   If a child is being taught to cooperate in group play, specify what the child will do in that situation. The word "cooperation" is a rather vague term. Each person has an idea of how children behave when they are cooperative, but the interpretation no doubt varies from individual to individual. These vague ideas concerning cooperation are not very helpful in working with a child who is not cooperative.

   What behavior is either present or lacking in a particular child's repertoire which causes adults to call him uncooperative must be pinpointed and stated. In Tom's case the behavior is taking toys from other children during group play without asking. This is the behavior to be changed. The behavioral objectives states the way Tom will behave at the end of the teaching interval. Tom will ask a peer if he can play with a toy that peer is using 90 percent of the time.
3. *Under What Conditions.* Specify how much aid, what type of assistance, or the particular circumstances in which the child will perform the behavior, e.g., in imitation, without aid, with support, by connecting dots, with parent guiding or holding hand, with an initial model, or with verbal cues.

   For example, consider teaching a handicapped child to walk. Walking can occur under a variety of conditions. A child could walk by being firmly supported at the waist by an adult, by holding onto furniture or the rail of a playpen, by holding onto an adult with either one or both hands, or walking without assistance. The amount of skill the child must have to walk under the conditions listed varies markedly. Therefore, specify under which of the conditions the child will be able to perform by the end of instructional interval. This is not the assistance given to the child when teaching the skill, but the amount of assistance he/she will be given at the end of the instructional interval; however, the child will still be given credit for having reached a certain criterion on the task.

   A behavioral objective which states that a child will say "please" and "thank you" with verbal cues ten-out-of-ten times indicates that the child will say "please" and "thank you" at the appropriate times with a verbal cue. When teaching the child to do this, other kinds of assistance may be used, such as telling the child to "say please." This is a shaping procedure used in teaching when the child does not perform the task; it is not the condition that one hopes to teach the child to perform under.

   When teaching a child to draw a square with verbal cues four-out-of-four times, this indicates that at the end of the teaching interval Jane will be able to draw a square when told "Go down, stop, now go across, etc." During the instructional process, guidance may be given to Jane's hand with that of the teacher's hand. This assistance, however, is not the same as the terminal performance level stated in the objective. This would be done as a teaching procedure to assist the child in meeting the goal of drawing a square with verbal cues.

4. *To What Degree of Success.* Specify how successfully the child must perform the task to reach criterion. On academic tasks this is generally a 100 percent criterion. If the child is counting five objects, the teacher would expect him/her to count correctly on five-out-of-five trials before the teacher would stop teaching this behavior. For motor tasks a criterion level of 90 percent is more appropriate. A child who kicks a ball rolled to him/her nine-out-of-ten times demonstrates enough skill for the teacher to stop teaching the activity. The one incorrect trial could be due to several reasons—losing balance, timing, or a poor throw. The nine correct trials should convince the teacher that the task has been mastered.

   There is a relationship between the conditions and the degree of success of the behavioral objective. If the conditions are too difficult for the child, then a 90 percent or 100 percent level of performance cannot be expected. Rather than expecting a child to draw a square unaided on five-out-of-ten trials, have him/her draw a square with verbal cues ten-out-of-ten trials.

Examples of Well-Stated Behavioral Objectives

Mary will point to red and blue on request on five-out-of-five trials.

Pat will drink from a cup with a parent holding the cup ten-out-of-ten trials.

Tom will put one peg in pegboard with verbal cues six-out-of-six trials.

Lynn will stack ten blocks in imitation of an adult five-out-of-six trials.

Larry will button large buttons with the aid of the button being already partially pushed through the hole ten-out-of-ten times.

Examples of Inadequate Behavioral Objectives

David will identify red with initial model five-out-of-five trials. (The word identify is ambiguous. If the word point or name was substituted, this would be an adequate objective.)

Mary will follow directions on request immediately or later 100 percent of the time. (Immediately or later does not specify the conditions. Stating within ten seconds or by the second request specifies the desired behavior and makes it easy to evaluate whether or not Mary has achieved the goal.)

Lisa will hop 5 feet without aid five-out-of-ten trials. (Five-out-of-ten is only a 50 percent level. To make the objectives more appropriate, change the distance to 3 or 4 feet and the criterion to nine-out-of-ten trials.

Task 2: Writing Tasks for Objectives

After formulating one of several specific behavioral objectives, the implementer will need to break the objective statements into small steps. This is done so that a success experience is almost guaranteed for the child. Each new task or activity is a step for the child to achieve before moving on to the next task or activity. Tasks or activities are tailored to the strengths, weaknesses, and learning style of the child, as was the behavioral objective. The division of long-term objectives into smaller sequential teaching activities is called task analysis.

A sample task analysis follows. It is only a sample, since the appropriateness of the progression and the number of intermediate activities can only be determined by the child who is receiving instruction. There is no best or right task analysis for a given skill. The following is an example of the way in which one behavior, hopping, might be taught.

Behavioral Objective: The child will hop on one foot unaided a distance of 5 feet nine-out-of ten trials.

Activities or Tasks:

1. Will hop on one foot one time in place holding on to table for support nine-out-of-ten trials.
2. Will hop on one foot one time in place holding adult's hand nine-out-of-ten trials.
3. Will hop on one foot one time in place unaided nine-out-of-ten trials.
4. Will hop on one foot two times in place unaided nine-out-of-ten trials.
5. Will hop on one foot three times in place unaided nine-out-of-ten trials.
6. Will hop on one foot forward a distance of 3 feet nine-out-of-ten trials.
7. Will hop forward a distance of 5 feet nine-out-of-ten trials.

Notice that in many of the steps the only difference in the activities is a change of the conditions. The child is required to hop in place with varying amounts of aid. In other steps, the difference is the distance the child is expected to hop. This is generally the way the analysis is set up.

At first, have the child perform the behavior with assistance, using a variety of teaching strategies, and gradually reduce the amount of

aid that is given. Once the behavior is established, increase the distance or the length of time the child is expected to perform the behavior. By teaching skills in this way, the child has many successes along the way and gradually is able to perform a complex skill.

This procedure also assists in planning the specifics of an individual education plan. Once objectives are selected, task analysis can better define intermediate steps. When steps are small and specific, it is easier to see the difficulty a child may be having and to direct remediation efforts toward easing the difficulty. It is only necessary to work with one of the tasks until the child can perform easily at that level and then move on to the next step in the task analysis.

Although it may appear that these steps will take considerable time to accomplish, it will be more efficient to program for children in this way. The progress that the child has made will be recognizable in terms of the small steps the child has accomplished, rather than having a single objective which is not yet accomplished and having no structure for accomplishing it.

Using the planning form, the committee will fill out the "Tasks" column. An example follows which breaks the example objective previously used into specific tasks (see next page).

Task 3: Planning Strategies

Writing strategies may be divided into two different but related tasks: recommending learning environment options, and recommending teaching strategies. The following options should be considered in completing this task:

Learning Environment Options

1. One child/one adult—child and adult work together on task.
2. One child/one child—two children work together on task.
3. Small group—a small group of children work together on task.
4. Small group/one adult—a small group of children and one adult work together on task.
5. Large group—a large group of children work together.
6. Large group/one adult—a large group of children and one adult work together.
7. Child alone—child works alone on task.

Teaching Strategy Options

1. Modeling—teacher shows child, i.e., demonstration.
2. Verbal instruction.
3. Manual guidance—teacher physically manipulates child through a task giving verbal guidance as the task proceeds.
4. Self-talk—teacher talks a task through while doing it (child can be active, doing task, or passive, observing task).
5. Verbal cues—teacher suggests to child some spoken idea(s) and/or directions toward the completion of a task.
6. Nonverbal cues—teacher suggests to child through gesture(s), idea(s), and/or directions toward the completion of a task.
7. Visual cues—any visual stimulus which assists the child in succeeding at a task, i.e., drawing shapes from a model, using pictures to assist the child in retelling a story.

Task 4: Specifying Materials and Resources

In this column, the implementer should list any materials and/or personnel that he/she feels would help in implementing the teaching strategies.

Task 5: Setting Timelines

Setting timelines involves two phases: setting starting and completion dates for the individual education plan for each major goal, and estimating beginning and ending dates for each step of the task analysis. In accomplishing this step, implementers will have to rely on their own experience and on knowledge of the child.

In addition, timelines will be within those set by the committee or the Total Service Plan. When these sections have been completed, the committee has finished the IEP.

An example of the completed form is shown on the next page.

Individual Education Program: Individual Implementation Plan

(Complete one of these for each goal statement specified on Total Service Plan)

Child's Name Johnny Doe

School New Eden

Date of Program Entry September 1, 1976

Projected Ending Date May 30, 1977

Person(s) Completing Form (teacher's name, psychologist's name)

Goal Statement: Child will be toilet trained.

Short Term Instructional Objectives: (a) child will use toilet when clothes are removed and he is placed on it; (b) child will remove clothes and get on toilet when he is taken; (c) child will use toilet independently 100% of time

Task Analysis Objectives	Criteria for Mastery	Strategies and/or Techniques	Materials and/or Resources	Start Date	End Date	Comments
(a) will use toilet when placed on it	Indicated by statement	(1) use charting to determine toileting patterns	(1) toilet			
a.1 teacher checks child every 30 minutes and records wet/dry			(2) stars	9-1-76		
a.2 teacher seats child on toilet as indicated by charting		(2) use general shaping procedure from physical help to verbal cues, to independence		9-10-76		
(b) will remove clothes and get on toilet						
b.1 helps teacher remove his clothes				10-1-76		
b.2 removes clothes with verbal cues				10-5-76		
b.3 removes clothes independently				10-10-76		
b.4 climbs on toilet with help				10-15-76		
b.5 climbs on toilet with verbal cues				10-20-76		
b.6 climbs on toilet independently				10-25-76		